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ABSTRACT

This report summarizes the proceedings of an Ohio Department of Education conference convened to describe, define, and develop activities that would provide a working model of the school principal as the instructional leader. First, the results of a pre-conference principals' needs assessment, which formed the basis for conference planning and development, are outlined. Brief overviews of each conference presentation are then provided. These cover such topics as utilization of "A Nation at Risk"; the nature of leadership; the Principal-Led Team (PLT) as a collegial decision-making strategy; PLT implementation at the building level; curriculum changes; mastery learning, competency-based education, critical skills, and course of study; student progress assessment; assessment methods; school-community relations; classroom observation and instructional supervision; evaluating an effective communication skills program; building-based staff development; time and stress management; evaluating program effectiveness; utilizing the school's advisory council; business expectations about preparation of future employees; schools responding to the employer; and effective education practices. The findings of nine small group sessions on related topics are also summarized. Finally, the results of an analysis of pre- and post-conference needs assessments are given, as are the pre-conference survey instrument, the results of the participants' evaluation of the conference, the conference schedule, and a list of participants. (KH)

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THE OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES

PROCEEDINGS OF A CONFERENCE
HELD ON

JULY 16-20, 1984

AND

JULY 30 - AUGUST 3, 1984

AT

THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO



THE OHIO DEPARTMENT OF EDUCATION 1984

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"AN EQUAL OPPORTUNITY EMPLOYER"

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PREFACE

This publication represents the proceedings of the Ohio Academy for School Improvement Strategies (OASIS) III, held July 16-20 and July 30 - August 3, 1984. OASIS III was held on the campus of The Ohio State University, Columbus, Ohio. The first week focused upon the stated needs of elementary principals throughout the state of Ohio while the second week was designed to address the assessed needs of secondary school administrators. The identified needs of both groups were very similar and represented mainly a difference in focus rather than content.

OASIS was designed and has emerged as a viable answer to the problems and issues of building leadership in the arenas of reform and revitalization of public education. Much attention has been given to the concept of the principal as the instructional leader. This conference attempted to describe, define and develop activities that clarify the concept of instructional leadership.

The work of the Division of Equal Educational Opportunities in both meeting its day-to-day responsibilities and in providing this conference, is based upon four prime assumptions: (1) All children can learn; (2) Academic achievement is the hallmark of an effective school; (3) The building is the unit of change; and (4) Individual solutions must be individually developed. These basic assumptions, in concert with the seven factors of effective schools, provide a template for change and the resolution of many of the specific problems facing individual buildings.

The response of the participants to the OASIS experience continues to be expressed in superlatives. The small-group and team-building sessions, which are the backbone of the conference, produce an excitement which is difficult to describe. The establishment of a network and a support system for the principalship is an important spin-off from the conference.

Nearly two hundred (200) practicing educational leaders participated in OASIS III. The scheduled times were such that one had to attend during what normally is vacation time. The schedule of the live-in conference exceeds twelve hours on most days. Although the pressures are broken along the way, it is a concentrated and demanding schedule to keep. The result is a unique educational experience that becomes an emotional as well as academic exercise. Team building and network formation are important by-products of the process.

This publication attempts to distill the essence of OASIS III and preserve the elixir of the experience. Through a brief recounting of the programs and presentations, it is hoped that the straw has been stripped away and only the grain remains. While the written record cannot transmit the excitement of the day, hopefully, it will preserve and promote the thoughts and ideas of the participants and serve as a model for others.

Robert W. Evans
Assistant Superintendent
of Public Instruction

INTRODUCTION

INTRODUCTION

The Ohio Academy for School Improvement Strategies is designed to assist building principals in initiating those elements of school improvement and school reform necessary to provide for the educational needs of all who attend our schools. That the principal is a key determinant of the success of the educational program of any building has been established and re-established by many studies. The missing piece is how the principal brings about those successes. OASIS is offered as one method to fill that void.

The Effective Schools Program (ESP) grew out of the work of Ron Edmonds and other researchers whose interest centered upon the economically disadvantaged. Their research established that some schools were far more successful than others in meeting the educational needs of poor children. The equity responsibilities of the Division of Equal Educational Opportunities (DEEO) prompted the members of that division to take great interest in that research. The constituent group represented by DEEO by virtue of the various forms of discrimination is also disproportionately represented among the economically disadvantaged. Effective schools, therefore, became a common umbrella for the Urban Programs Section with Disadvantaged Pupil Program Fund (DPPF) and Urban Demonstration Projects (UDP); the LAU Center with its English as a Second Language (ESL) resources, bilingual programs, and refugee programs; and the School Improvement Section with its desegregation responsibilities, Educational Mobility Assistance Program (EMAP) and technical assistance activities.

Work with selected school districts soon indicated that the potential for educational change was within reach of all students including the economically disadvantaged. Moreover, experience showed that the correlates of effective schools for a target group were the factors or guidelines for success in any school. The program was broadened to include the School Improvement Program (SIP). SIP functions as ESP with the difference being essentially the targeted group of students.

The tenets of ESP and SIP as described by the Ohio Department of Education are easily understood and embraced. What is not nearly so clear is how to implement them. That question coupled with the ODE position of local development and determination resulted in requests from principals for technical assistance in implementation skills and strategies. OASIS represents the developed outcome of those requests.

The more recent research on educational change concludes that school improvement is a process and not a product. It is a way to refocus one's thinking and teaching in order to develop new skills and to produce new and exciting and meaningful outcomes. The collegial and participatory involvement in the process restores a sense of control over one's destiny and efforts. The satisfaction index rises for all involved: staff, students and community.

The school improvement literature of the day established the principal as the instructional leader. OASIS III was designed to describe, define and develop activities that would provide a working model for that concept. Each participant was requested to respond to their perception of instructional leadership both on the first and the last day of the conference. The small groups worked with those definitions before presenting their conclusions to the larger group. DEEO continues to refine those data in order to distill a common set of descriptions and activities for the definition.

OASIS III was designed to

1. Develop a workable definition of instructional leadership.
2. Help participants develop an action plan for building implementation.
3. Provide for small group interaction around and about pragmatic leadership activities.
4. Enhance the formation of statewide networks.
5. Refresh and revitalize the professional outlook of building leaders throughout the state.

As the following pages will demonstrate, the goals were not only met, they were even exceeded.

Robert W. Evans

NEEDS ASSESSMENT

The Ohio Academy for School Improvement Strategies (OASIS III) was planned and developed on the basis of results from a principals' assessment survey. The survey was designed to assist the Division of Equal Educational Opportunities in structuring program activities, selecting materials and presenters, and providing training sessions responsive to the expressed needs of participating school district administrators. The topics and subtopics for the assessment were determined by staff review of the literature and informal interviews with practitioners in school districts across the state relative to instructional leadership.

The pre-needs assessment surveys were disseminated to the participants registered for the elementary and secondary level academies in February, 1984. Respondents were asked to indicate what they perceived to be the general training needs of principals. The response options were great need, some need, and little or no need. Principals also had an opportunity to provide suggestions of other topics in addition to those listed on the survey for inclusion in the academy training. The assessment instrument was constructed to identify general areas of concern and specific training needs. When the surveys for each level were tabulated, response percentages were determined for each topic item. Items with responses totaling 50% and greater under the great need category were included as topics for the elementary level program. Those items with responses totaling 45% and greater became program topics for the secondary level. The survey results demonstrated that the needs of the elementary and secondary principals were quite similar with respect to their perceptions of the role of an instructional leader.

Identified Needs - Elementary Level

Based on the pre-assessment survey for the elementary level, the following is a summation of the identified needs:

Building Management

Establishing effective communication/decision-making systems

Instructional Leadership

Becoming knowledgeable about curriculum changes

Understanding mastery-learning and competency-based education

Basic/Critical Skills

Implementing communication skills programs: speaking, listening, writing

Assessment of Pupil Progress

Systematizing the regular assessment of basic academic skills in the classroom

Developing multiple assessment methods for teachers to use in assessing student progress in the classroom

Instructional Evaluation and Supervision

Developing formal classroom observation and evaluation procedures

Implementing effective supervision of instruction

Providing effective staff development

School-Community Relations

Involving parents and the community in the academic achievement of students

Communicating effectively with parents about student academic achievement
Promoting home-school collaboration in planning assignments for student academic success

Personal Growth and Development

Developing time management strategies for principals and teachers
Developing stress management techniques for principals and teachers

Identified Needs - Secondary Level

Based on the pre-assessment survey for the secondary level, the following is a summation of the identified needs:

Building Management

Establishing effective communication/decision-making systems

Instructional Leadership

Planning and developing the curriculum
Becoming knowledgeable about curriculum changes
Understanding mastery-learning and competency-based education

Assessment of Pupil Progress

Systematizing the regular assessment of basic academic skills in the classroom
Developing multiple assessment methods for teachers to use in assessing student progress in the classroom

Instructional Evaluation and Supervision

Developing formal classroom observation and evaluation procedures
Implementing effective supervision of instruction
Providing effective staff development

Personal Growth and Development

Developing time management strategies for principals and teachers

The content for the elementary and secondary level programs was generated from the needs identified by the principals on the survey. Many hours were spent in developing two, five-day programs that would accommodate all the topic areas, flow in a logical and developmental nature, and facilitate the ultimate design of school-based action plans. Another concern was developing a schedule for each week that would ensure adequate time allocations for general session presentations, small group activities and informal gatherings at which participants could share ideas, concerns and strategies with one another. In order to meet all of the preceding stipulations, it was necessary to design rigorous and intense training programs.

OVERVIEW OF PRESENTATIONS

"A NATION AT RISK - IMPLICATION FOR THE PRINCIPAL AS INSTRUCTIONAL LEADER"

Presenter: Mr. Richard Wallace, Lutheran High School East, Cleveland Heights, Ohio
Dates: July 16 and 30, 1984

Mr. Richard Wallace presently serves as principal of Lutheran High School East in Cleveland Heights, Ohio. As a professional educator for many years, Mr. Wallace was selected to serve on the National Commission on Excellence in Education. He also serves on various boards and commissions with the Lutheran Church and holds membership in the National and Ohio Associations of Secondary School Principals. He is a life member of the National Council of Teachers of Mathematics. Mr. Wallace has also written several articles relative to the secondary school.

A small 36-page document titled *A Nation at Risk: The Imperative for Educational Reform* has suddenly moved the topic of education from the quiet halls of academe to the newspapers and the speeches of politicians. This report did not offer a new discovery in learning, a new technique for teaching, or any information that had not been written about numerous times in the last 25 to 50 years. In fact, many would argue that it was a summary of a report written over 90 years ago. Why then all the notoriety? A look at the report reveals that it deals with education in the general areas of curriculum, standards and expectations, time-on-task, teachers, and leadership and fiscal responsibility. The generality of the report allows these topics to be identified without suggesting the cure that is available to all people if only they will follow the lead of the new "guru-commission." Therein may lie the strength and weakness of this report because it allows everyone to fashion a solution for his/her situation.

Education is by far the largest enterprise in this country and therefore can be discussed by those directly and indirectly involved. Because our national ideal of education for all has succeeded in involving all youngsters in school, this topic is open to everyone for opinion.

How we, the leaders of that enterprise, deal with the myriad of criticisms, suggestions, and reactions will in some degree determine public attitude toward education and educators. We tend to spend considerable time searching for solutions to problems - both real and merely perceived - in order to fashion immediate solutions. But the American demand for the quick fix will never result in anything more than duplication of previous educational band-aids. We must reassert our philosophy that American education is for everyone and that it is at the foundation of our nation's strength. With our purposes clearly in mind, we must expend our efforts by clearly defining the issues and formulating the important questions that must be addressed. But this cannot be done without regularly communicating the steps being taken in this process to the people for whom the efforts are being expended.

Each community may face unique situations, but the schools are limited in what functions they can perform. It is within those parameters that we can all share our ideas and our failures. To be defensive is to allow the "sugarcoated pill merchants" to sell the 30 minute TV solution and to undermine the positive programs that are being demonstrated in our individual schools. We will not go forward without strong leadership and a willingness to speak out publicly about those areas which need strengthening as well as those that are already excellent.

Slogans will come and go! The crucial question may well be this: Are we leaders enough to take advantage of the public's heightened interest in education to move forward? Every school is a microcosm of the community it serves. Many of us wait to change the "community" and find that difficult - if not impossible - to do. No school can go forward without good administration! We cannot do all things and save our communities if they are

not willing to be saved. However, we can show our students and our public that there are solutions. We can help our students develop the abilities that will allow them to move forward. We can show our staffs and our students a democracy that respects them, that demands that they do their best and that works to help them achieve it. We can also show them that respect for others and a proper demonstration of morals and values are cornerstones of this democracy.

Edward Everett Hall once said: "I am only one, but I am one. I can't do everything, but I can do something. What I can do, that I ought to do. And what I ought to do, by the grace of God, I will do." This is the place where we must start. Our students are, as always, waiting to be led. Our faculties and staffs want a plan and a direction, and our public cries out for us to lead them forward because they have elected us to be the models for the future - the children.

"THE NATURE OF LEADERSHIP"

Presenter: Dr. Luvern Cunningham, The Ohio State University
Date: July 16, 1984

Luvern L. Cunningham is a professor in the Department of Educational Policy and Leadership, College of Education, The Ohio State University (OSU). A doctoral graduate of the University of Oregon, Dr. Cunningham has served in numerous capacities as an educational administrator. He has served as a consultant to a wide variety of organizations concerned with education and educational issues, among which is the New York Board of Regents and the Florida legislature. Dr. Cunningham has published many books, articles, and monographs, and is in demand as a public speaker. Dr. Cunningham holds membership in several prominent professional organizations.

Dr. Cunningham stated that it was a privilege to talk with participants about leadership, a position which was defined over one hundred (100) years ago. He did not emphasize a direction in leadership but gave emphasis to the leadership role in the elementary school.

Leadership is used over and over, especially in these political times. We emphasize it daily in our classrooms. We see portraits of leaders in the classroom - Washington, Lincoln, Martin Luther King, and perhaps Ronald Reagan. We don't see too many superintendents.

He recalled that during his visit to Spain, there was a lot of emphasis upon leadership. They like to be led - we do not. At OSU, the Mershon Center is a leadership place, especially in education. We spend a lot of time on the definition of leadership. If you were asked to define leadership, there would be some overlap in your responses.

Leadership is the exercise of influence. It has both negative and positive connotations. Negatively there are a variety of connotations. Leadership resists clear and simple definition. Historians were the first to study leadership. The lives of important and not so important people are analyzed. An attempt is made to identify characteristics or leadership traits of leaders. A handbook, *The Study of Leadership*, came out of OSU. The concentration on traits was limited. The next move was on situations. Individuals worked their way out of crises.

Mershon Center studies individuals and the difference of leading in one setting as opposed to another. As a result, we have discovered a whole new arena of leadership. For instance, civic leadership is addressing very difficult problems in our society.

The following are five (5) public leadership qualities:

1. Agenda Setting - Illustration: The disposal of hazardous waste. It is a

difficult issue because it is so politically inspired. The question is often asked, "How does one get on an agenda?" In schools, we know where to go - not so in civic matters.

2. Gaining and Maintaining Legitimacy.
3. Coalition Building and Consistency.
4. Public Advocacy - most people have faith in schools - not so in the civic arena.
5. Bargaining and Negotiation.

We have had two or three major studies in recent months, "A Nation at Risk" among them. There is an enormous amount of leadership coming out of research at the national, state and local levels.

Another set of leaders is having a lot of influence in several areas. There is a recognition of overdependence, and leadership is affected.

An Agenda for Action - Steps to Revitalize the Mid-American Economy is a book that became a best seller in the United States overnight. Some of the issues raised are the following:

1. Industrial Society - Information Society
2. Forced Technology
3. National Economy - World Economy
4. Short Term - Long Term
5. Centralization - Decentralization
6. Institutional Help - Self-Help
7. Representative Democracy - Participatory Democracy
8. Hierarchies - Networking
9. North - South
10. Either Or - Multiple Option

Another book having substantial impact on schools is **In Search of Excellence**. Most have heard about this book. What makes for an effective corporation? Companies were studied to see what takes place - what business are we in? These corporations have a mission statement. Everyone can answer the question, "What business are we in?" However, writing a mission statement is one of the toughest jobs, "I ever had to do." People see things in very different ways. We have to "get in touch with what is going on in order to write a mission statement."

The future in megatrends helps us to understand the present and is important to all of us. It is important for us to envision what education will be like a few years into the future.

Leadership skills for the future are based on some assumptions, a few of which are the following:

1. Focusing upon present and future simultaneously - a difficult task.
2. Bridging between and among many sectors of interest.
3. Mixed scanning, monitoring, interpreting.
4. Adapting to sustained change.
5. Appraising environment.
6. Utilizing intuition.
7. Decision-making development.
8. Managing symbols.
9. Agenda development and control.
10. Incorporating advanced technologies.
 - a. Machine
 - b. Human
 - c. Man/Machine

Monitoring Resources and Content of Change - Eight (8) Sectors:

1. **Power** = Government, Courts, Unions and Related Organizations.
2. **Affection** = Families, Family Support Groups.
3. **Skills** = Proprietary Schools, Public and Nonpublic Schools, Manpower Development.
4. **Enlightenment** = Higher Education, Research Organizations, Media.
5. **Wealth/Poverty** = Landowners, Business, Insurance, Foundations, Poverty Programs.
6. **Well-Being** = Health Organizations, Security, Safety, Supporting Societies and Organizations.
7. **Respect** = Civil Rights Groups, Fraternities, Sororities, Honor Societies.
8. **Rectitude** = Religious Organizations.

What does all this mean for me and my building? Going back to the eight (8) sectors, we find the following:

1. **Power** - Block grants, Tax credits, School prayer, District reorganization.
2. **Affection** - Family style, Change, Abuse syndromes.
3. **Skills** - Infant education, Assessment centers, Life-long learning.
4. **Enlightenment** - Electronic classroom, Desegregation, Micro computer.
5. **Wealth/Poverty**
6. **Well-Being** - Nutrition, Research, Biogenetics, Vigilantes, Mind control.
7. **Respect** - (open).
8. **Rectitude** - Moral Majority, Electronic church, Support for nonpublic schools.

"UTILIZING THE PRINCIPAL-LED TEAM AS A COLLEGIAL DECISION-MAKING STRATEGY"

Presenter: Robert W. Evans, Ohio Department of Education
Date: July 16 and 30, 1984

Dr. Robert W. Evans, Assistant Superintendent of Public Instruction is a distinguished scholar, lecturer, and educator in Ohio. His service in the education community began as a teacher-coach in Canton, Ohio, and extends through several administrative roles to his appointment to his present position in July, 1980. A graduate of Kent State University's doctoral program, Dr. Evans has lectured extensively and continues to be in demand as a speaker and presenter in the community at large. His honors and awards include the George Bowman Fellowship in Educational Administration, Frontiers of America Award, Outstanding Educators, and the Phi Delta Kappa Leadership in Education Award among many others. Dr. Evans is a scholarly author and has published numerous articles. Under his leadership, programs for the improvement of the educational status of disadvantaged students in Ohio's schools have contributed enormously to the fulfillment of one of the Ohio Department of Education's Mission Statements: "Providing for Disadvantaged Youth."

In his opening remarks, Dr. Evans shared an experience with participants to emphasize a point. He stated, "Sometimes we don't know what we don't know. A good friend of mine, Dave Harcum, retiring superintendent of Greenhills-Forest Park City Schools, spoke to a group of Division of Equal Educational Opportunities (EEO) conference people. He had one of the greatest titles which I ever heard. It was 'Everybody Wants to go to Heaven, but Nobody Wants to Die.' Everybody wants to be an instructional leader, but do you want to pay the price? I think we need to talk about paying the price of being instructional leaders."

Are you a principal of an instructionally effective school? Are you responsible for some principals from instructionally effective schools? It is safe to say that you probably are or else you would not be giving up part of your vacation in the middle of July to be with us. But you probably are not as instructionally effective as you could be so you are here with us to find out how to become so.

Leadership is the articulation of mission. You are familiar with the effective schools literature. There are seven correlates that go with being more instructionally effective, the first of which is a sense of mission. In an instructionally effective school, everybody knows why he/she is there.

He maintained that strong building leadership, which becomes a second factor, is the articulation of the mission. It is saying what the dream is; what the school looks like when it is really humming; what kids look like and what they have when they walk out your door and walk through the door of middle school or high school or society or whatever door they happen to walk through when they leave your school.

In any leadership role, one is trying to get people to be better than they think they can be, to work harder than they ever thought they could work, to reach within themselves. The principal's job is to get teachers to teach harder than they ever thought they could teach and to get kids to learn more than they ever thought they could learn. Collegial involvement is a commitment to the foregoing concept.

If you are going to have an instructionally effective school and an instructionally effective program, it takes more brainpower than you have. It takes the collective brainpower of all the people who are part of the operation: staff, students and parents.

Good leadership, then, is the articulation of mission - keeping the ship on track and talking to people about what direction you think you're headed toward today. The collective wisdom of a group is always better than individual wisdom. Smart as you are (it takes a little longer), collective wisdom will win out more times than not when you get into collegial decision making.

Everyone wants to go to heaven and nobody wants to die. Nobody said "it's going to be perfect," but it can be so much better than what it is. There's no reason why it's not so much better than it is because there are people just like each of us out there doing it. It's like that old saying, "If not now, when? If not you, who?"

In conclusion, collegial decision models present one with little risk. You can't be phony about it, you don't give up anything, you don't give up any responsibility. You can have, in essence, one more vote than anybody else, but you've got to sit there around the table and listen to people decide what's important and what's not important, what we are willing to do and what we are not willing to do, what everybody's role will be and then make it happen. It takes a while to work out the trust levels to let those things happen. This is contrary to a lot of things in today's society. This is contrary to the union movement, to the association movement, to the negotiation movement - we, they, etc. Dr. Evans concluded his remarks by saying, "In the long run, I think, it pays great dividends - not just for you, not just for the staff, but for kids also."

"PLT IMPLEMENTATION AT THE BUILDING LEVEL"

Presenters: Joan Weikle, Mansfield City Schools
Barbara Booker, Cleveland Public Schools
Date: July 16, 1984

Ms. Joan Weikle is the principal of Brinkerhoff Elementary School in Mansfield, Ohio. She has been a principal for eight years and has served in three different buildings. She was a participant in OASIS I and a participant and a presenter in OASIS II. Ms. Weikle utilizes the principal-led team concept as the problem-solving unit in her building.

The purpose of Ms. Weikle's presentation was to show one principal's approach in using the PLT to make changes that will result in higher achievement for both staff and students within a building. The instructional leader will utilize peer leadership and expertise in the building to help those who are responsible. These steps will be designed primarily to make instruction more effective. The instructional leader will attempt to accomplish two things:

1. Capitalize on the staff's "grassroots" knowledge of problems and alternative solutions.
2. Establish a feeling of community and instill in the staff a belief in their own collective power to solve, effectively, building problems.

The principal may employ a number of strategies, among which will be the following:

1. Learn to work as ~~a~~ part of the team while retaining a leadership role.
2. Learn the nature and the source of power needed to get the job done.
3. Learn to "bargain" for buy-in.
4. Learn to survey without prejudging.
5. Learn how to fit the "identified needs" under one of the factors of effective schooling.
6. Learn how always to be the implementer. You, as principal, write the final draft.

Some PLT strategies which may be utilized will include the following:

1. Create a climate of trust.
2. Conduct a thoughtful needs assessment, don't forget the "gripes."
3. Categorize (cluster) the "needs."
4. Prioritize - Use staff feedback wisely.
5. Begin to formulate building committees based on the evolving plan.
6. Plan strategies - Delegate responsibilities to committees and other subgroups. Plan realistic timelines, consider "real" (available) time for planning/implementation.
7. Plan to evaluate the objective: What will the staff accept as evidence of success?
You make certain that student/staff achievement is included.

Ms. Weikle ended her presentation by sharing the Brinkerhoff Elementary School Work Plan for the 1984-85 school year. The plan concerned itself with a positive learning climate and the strategies for ensuring success.

Ms. Barbara Booker is the mother of two children and the grandmother of five. She is a native of West Virginia and received her B.A. in elementary education from West Virginia State College and an M.A. from Western Reserve University. Ms. Booker has taught elementary school students, has been a Head Start teacher and a Leadership Development teacher. She has served as principal of several schools and presently serves as principal at Margaret Ireland Elementary School.

Ms. Barbara Booker shared certain goals of the Cleveland Board of Education relative to staff development and the management cycle which includes staff-led teams. The role of

the staff-led team (SLT) is to assure that practices in a desegregated school setting do not deter or impede education. The SLT provides leadership and coordination in the development and implementation of the building's yearlong plan which has provisions for staff inservice, student training and parent involvement.

Guidelines for the organization and function of staff-led teams include but are not limited to the following:

1. Each school is encouraged to have one (1) staff-led team member for each 100 students. Staff-led teams should have a minimum of five (5) official members and a maximum of ten (10) official members.
2. The selection of staff-led team members shall be completed by mid-September. The selected members shall assume duties at this time.
3. The principal and union building chairperson or a union designee will automatically be members of the staff-led team. It is not necessary that either be the chairperson.
4. The principal and union conference committee will determine the process for selecting the remaining members of the team.
5. Members should be selected with the understanding that success of the staff-led team will depend on a high degree of personal commitment, positive leadership, and awareness that time beyond the normal school day is often needed to resolve staff concerns.

A discussion of the staff-led team and its overall function relative to planning, directing, and evaluating followed the presentation.

"CURRICULUM CHANGES: PRESENT AND FUTURE"

Presenter: Susan Everson, Mid-continent Regional Educational Laboratory,
Kansas City, Missouri
Date: July 17, and 31, 1984

Ms. Susan Everson is director of field services, Mid-continent Regional Educational Laboratory (McREL), Kansas City, Missouri. She holds degrees from the University of Missouri, George Peabody College and the University of Wisconsin. Ms. Everson has conducted numerous staff development workshops and seminars relating to curriculum planning and development. Additionally, Ms. Everson is a member of several professional organizations and is listed in Who's Who Among American Women.

Ms. Everson opened her remarks by expressing her delight in being a presenter at the academy. She assured participants that her presentation would be based on practical and useable information relative to the importance of the "big" variables in an effective schools program.

Effective Schools Program Framework

Teaching
Instruction

School Improvement
Goals

Curriculum
Assessment
Relationship

Building
Leadership and
Organization

At McRel, we look at disaggregated data. We know by the test scores that the effective schools program is accomplishing exactly what we hoped for.

1. What are we looking for in curriculum?

Standardized test scores **do not** tell all. We must use them, for they tell us much, but we must know what the scores mean. These scores are good primarily for comparative purposes only - between schools or districts or statewide and nationally.

Present
School
Learning

Out-of-
School
Experience

I Q

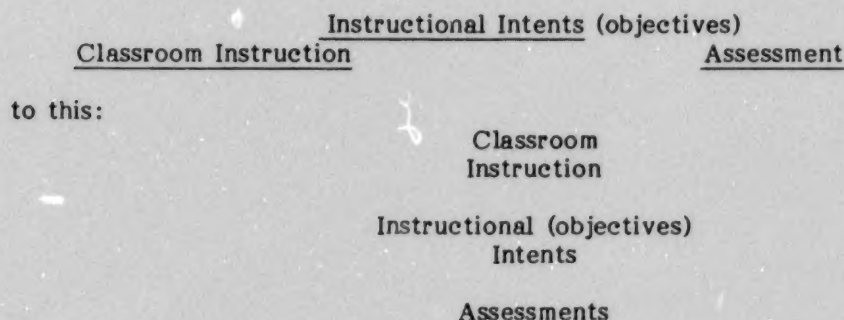
Previous
School
Learning

Test
Wisness

In Denver, test scores and IQ scores rose through the enrichment program.

In **present school learning**, we have control over this area, teaching to the test, etc. Time is an area which we also studied. More time on-task provides higher test scores - even in the same building.

To attain reliable instructional accomplishments, we move from this situation . . .



There is overlap.

The most important thing is to **determine what we want students to learn**, and then implement it.

All of the above need to be brought into alignment.

Curriculum alignment helps answer these questions:

1. What skills and concepts should all students master?
2. How much instructional time should be allocated to skill/concept?
3. When do we provide this instruction?
4. How do we coordinate our instruction with other subject areas?
5. How do we increase the effectiveness of this instruction?
6. How do we determine which students need more instruction?

Finally, **teachers** - do these three things:

1. Identify their intents for instructional accomplishments.
2. Make plans based upon these intents.
3. Use that data to plan and track instructional accomplishments.

**"DEFINING, UNDERSTANDING AND IMPLEMENTING
MASTERY LEARNING/COMPETENCY-BASED EDUCATION/
CRITICAL SKILLS AND COURSE OF STUDY"**

Presenter: Susan Everson, Mid-continent Regional Education Laboratory,
Kansas City, Missouri
Date: July 17, and 31, 1984

We talked earlier about instruction; now we will talk about competency-based education, mastery learning, etc. Mastery learning as defined by Bloom, et al. is a process.

A competency-based system describes the context of what we want to teach. We teach and decide at what point the student is competent in the subject area (refer to Tuesday in binder for discussion on mastery learning processes).

The following is an outline of the various component parts of mastery learning, beginning teacher evaluation, direct instruction, effective instruction, implementing the curriculum and the principal's role.

Mastery Learning (Bloom, Block, et al.)

1. Clearly define instructional objectives.
2. Task analysis (happens for teacher first).
3. Assessing current skills and knowledge.
4. Orienting students.
5. Initial teaching.
6. Assessing mastery.
7. Next steps -
 - a. extension and enrichment for students who attain mastery.
 - b. corrective activities for students who do not attain mastery.

Beginning Teacher Evaluation (Fisher, Beliner, et al.)

1. Planning phase.
2. Diagnoser.
3. Prescription.
4. Interactive phase.
5. Presentation.
6. Monitoring.
7. Feedback (correction of errors.)

Direct Instruction: Instructional Functions (Rosenshine, Brophy, et al.)

1. Daily review.
2. Presenting new content.
3. Initial student practice (when students can do the work alone).
4. Feedback and corrections.
5. Independent practice (homework).
6. Weekly/monthly reviews (repeating the cycle).

Effective Instruction (Madeline Hunter)

1. Anticipatory set (getting ready to learn).
2. The objective and its purpose.
3. Instructional input (the lesson presentation).
4. Modeling (show the right answer before paper is turned in - show a model).

5. Checking for understanding (check to see if student is on right track).
6. Guided practice.
7. Independent practice.

Implementing the Curriculum (McREL Model; taken from all the other models)

1. Planning.
2. Teaching the lesson.
3. Statement of purpose.
4. Lesson presentation (concepts - what do we want students to learn).
5. Guided practice.
6. Independent practice.
7. Assessment and review.

Principal's role - Two problems

1. Mastery learning comes - right up against the traditional system.
2. The dilemma between clinical supervision and traditional clinical supervision is non-evaluative; is a joint effort between principal and teacher.

The more often the principal gets into the classroom, the better the identification and definition of what works.

"METHODS FOR ASSESSING STUDENT PROGRESS IN THE CLASSROOM"

Presenter: Dr. Charles M. Galloway, Ohio State University
Date: July 17, 1984

A professor of education at The Ohio State University, Dr. Charles M. Galloway, is widely known as an expert on that which is left unsaid - nonverbal communication. Before taking on the duties of chairperson of the Department of Educational Policy and Leadership, he served as an elementary and secondary teacher and as a principal and a curriculum coordinator. He is a graduate of Berea College, The University of Kentucky and The University of Florida. Dr. Galloway has presented numerous speeches and workshops on personalized teaching, motivation, supervision, and management practices. He has also published widely for professional publications.

The intent of Dr. Galloway's presentation was to provide techniques and devices to improve classroom practices. He began with an anecdote to make his point.

Ten years ago, IBM sent their best ambassador and language expert to Japan to negotiate a contract with the Mitsubishi Corporation. The IBM diplomat spoke Japanese and understood the culture. After three days, however, the deal was called off and Mitsubishi sent a wire to IBM saying that they could not do business. The IBM representative was so good that he could pass himself off as Japanese even though he was obviously American. He was so good that he communicated "I don't need you to help me with this deal." Galloway suggested that when one communicates that the client or partner is not needed, all chances of success are diminished.

The primary message of this story for teachers must be this: "I need you to help me if I am going to help you." Teachers need confidence without arrogance. The rule Galloway proposes is, "I don't know and I know that I don't know."

Educators are eager for others to learn what they know, to do what they want, to have things work out for their best interest. However, because they know what they know, educators often impose what they have in mind on students. They fail to take the students into their equation.

Galloway suggested that there are many students in public classrooms who have never learned how to go to school. For these students, school is an alien environment; the adults are not understood. They don't really believe that teachers are trying to help them learn, to become better. Children, unlike adults, however, are forgiving. They will let adults and teachers try again. They keep coming back.

In 1950 only 50% of all students who entered school graduated from high school; only 10% of black students graduated. Today over 90% of white and over 70% of black students finish high school. In the 1950's, students who didn't do well in school simply dropped out. Students must learn how to go to school. They must acquire the institutional requirements, the norms, rules and codes to be successful in school. They do not understand the setting, the situation, and the context. The school is a special environment and, consequently, holds special expectations.

Within situations, teachers create contexts. Teachers construct contexts for learning within situations within the setting. If the contexts are changed, student performance often changes as well. School requires specific behaviors, and students behave differently in different settings, situations, and environments.

In classrooms, educators often approach the student with the same strategies, the same attitudes; they try harder and they get the same results. So, teachers come up with more elaborate strategies to do the same thing. Galloway suggested that they need to change the environment, the setting and the situation, and to create different contexts.

Galloway also encouraged teachers to ask students what they are thinking, how they are thinking, how they remember, how they learn. Some students, for example, only remember what they can see. These students learn spelling visually, i.e., by seeing the word and not hearing the word. Other students remember only what they have written down. Galloway recommended asking students "How do you remember best?" "How do you remember when you try to learn a word?" "When you take a test, how do you study?"

If educators are going to assess students and keep records of their learning, Galloway suggested interviewing the students. Find out how they are learning, organizing information and processing information for memory.

There is a need for systematic record keeping. The question Galloway asks is "Records for what?" Records, he suggested, are to help the teacher help the student to learn.

Galloway also pointed out that the children of minorities demand less, are given less attention, are criticized more, and are given less patience and more stern looks.

He stated that educators are good at tutoring, telling, explaining, correcting, judging, criticizing, cross-examining, and evaluating. He stressed, however, that if that is all educators do, they will lose credibility and trust will go out the window. He recommended that educators expand their repertoire. They must do more; they must embellish the context, have different relationship definitions and recognize that the problems are not always academic. Part of the observation and record keeping process has to do with fuller relationship of the student and the school. The problem is often not one of reading or math. In many cases, it arises because students do not have a rapport with school, and their learning situation is one in which they do not have a chance to succeed.

The final major point of Galloway's presentation dealt with the changing sense of

"public" and "private." Today, students are extremely sensitive about how they think other students see them. One of their greatest fears is that they may be embarrassed in front of their peers. In the past it was not so. Because of this change in attitude, the teacher who has the worst trouble is the one who doesn't understand the difference between public and private. The teacher who has the fewest problems is the one who appears to be communicating privately with individuals in a public space. A look, a glance, a nod, a touch, a wink can effectively manage discipline problems.

Galloway's recommendation for principals in observing teachers in the classroom is to look for three things: how the teacher relates to the class, how the teacher relates to the groups within the class, and how the teacher relates to each individual within the class.

"ASSESSMENT METHODS: PRINCIPALS SHARE SUCCESSFUL PRACTICES"

Presenters: Ms. Barbara Hammel, Greenhills-Forest Park City Schools
Mr. William F. Thomas, Jr., Cincinnati Public Schools
Date: July 17, 1984

Barbara Hammel received her B.S. in elementary and special education from Miami University, Ohio, and her M.Ed. in educational administration from the University of Cincinnati. She has done graduate work at Ohio State and Xavier Universities. Ms. Hammel is the principal at Lakeside Elementary School in the Greenhills-Forest Park City School District near Cincinnati. She has served as an elementary teacher and unit leader in an individually guided education (IGE) school in the West Clermont School District. She began her career teaching emotionally handicapped children. Ms. Hammel has been involved in staff growth and development activities throughout her career. She has served on leadership teams to teach the School Without Failure and Assertive Discipline Programs to teachers, and has directed an IGE clinical workshop. Her school has been involved in the Effective Schools/School Improvement Program for three years. Ms. Hammel serves as the principal representative to the Valley Area PTA Board and was named an "Outstanding Educator" by the Ohio PTA last year. She is a trained facilitator for the Principals' Inservice Program, and has led a group in the district this year.

Lakeside Elementary School is located in the Greenhills-Forest Park City School District, a suburban city near Cincinnati. The economic levels of our students range from lower to upper middle class. The racial composition is 83% white, 13% black, and 4% other minorities. The district composition is 65.5% white, 33.2% black, and 1.2% other minorities.

The school goals are guided by the direction given in the district mission statement: "To provide each student in the school district an equal opportunity to education in an environment conducive to optimal learning; consideration needs to be given to: race, sex, handicap, age, socioeconomic status and cultural status," and by the three district goals:

1. Increased student achievement.
2. Improved student behavior which enhances learning.
3. Increased communication which promotes learning.

Lakeside has been involved in the effective schools movement since January, 1982. Our focus has been on creating a positive, safe, school environment where learning is the highest priority. We urge students to respect themselves, others and the school. We value a cooperative atmosphere where expectations are high and all persons have the support to do their best.

Assessing student progress is an important component of our competency-based education program which was first implemented with math during the 1978-79 school year. We now have programs in grammar and composition and reading. For each grade level or course, a broad scope of skills has been developed. From these skills, a listing of critical skills has been identified. For most critical skills, a pre- and post-test was developed to be given to a student prior to and after being instructed in a particular skill. The criterion level for most post-tests has been 70% for mastery. During the 1984-85 school year, a mastery level of 80% will be piloted at the elementary level. Many of the tests have been developed in a machine scorable format and could be graded by the use of an optical scanner. Copies of our critical skills are included in the handouts.

Competency-Based Education (CBE) data is an important component of communicating student progress. Primary teachers have maintained a record of student scores on a class record sheet or computer class profile. These scores are then entered into the computer. Intermediate teachers have had data recorded by using either scanner grading or by recording scores on a computerized sheet which is then run through a scanner. Next year, all tests will be graded by teachers and sent to a project office where the scores will be entered by use of a scanner.

The CBE data is used as one way of reporting student progress to parents. Information regarding a student's progress on CBE skills is sent home at the mid-point of each quarter. Report cards, parent conferences, phone calls, notes and home visits are also used to share student progress with parents.

CBE data is also a useful way of discussing student achievement with the staff. The data is used with teachers to monitor individual student progress and program effectiveness. Quarterly meetings are held with the building principal, instructional specialist and classroom teacher to discuss each student's progress to that point. During the meeting we also discuss class progress and pacing of skills, and we solicit any input the teacher may have in regard to material needs, support needs, or concerns about the program. In turn, each building administrative team meets with central office staff quarterly to discuss class and building progress as well as to share input about the total program.

Our ultimate goal is to provide the instructional strategies that will assure success for every child in the building. One of our goals for next year is to refine the use of the data available in order to provide even more effective instruction to those children who have not been achieving at least one month's growth per month of instruction.

William Thomas received his B.S. degree in elementary education from Maryland State University and his M.Ed. degree in educational administration from Xavier University. He has done graduate work at Johns Hopkins University and the University of Cincinnati. Mr. Thomas is presently the principal of South Avondale Elementary School in the Cincinnati Public School District. Prior to his present assignment, Mr. Thomas was the principal of another Cincinnati public school, assistant principal, instructional coordinator, and teacher. He began his teaching career in the Maryland school system as a teacher and principal. Mr. Thomas has been heavily involved for many years in curriculum and administration techniques which enhance the academic achievement of inner-city and rural children. He has worked in all areas of curriculum development designed to increase academic achievement. He has been involved with staff development, the appraisal system, reading textbook committees, the World Book Encyclopedia and curriculum writing.

South Avondale Elementary School is an urban school serving a predominantly black, lower socioeconomic pupil population and community. The school building is a relatively old, very well-kept structure. The interior of the building is very clean, safe and attractive. A

very positive school climate prevails. The school has a strict code of discipline developed by pupils and staff and which is supported by the principal and parents. A very business-like atmosphere exists. It is a warm, quiet, and organized climate.

Currently, about five hundred students are enrolled at South Avondale with an average daily attendance record of about ninety-four percent. There are forty-eight staff members consisting of the principal, instructional leader, teachers, instructional aides, and office, dietary and custodial staff.

Despite the social and economic implications characteristically identified in a typical poor minority pupil population, the students of our school are successfully achieving and mastering basic skills. After three years of concentrated effort to improve the school and make it become a very effective school for all students, it now ranks among the top ten schools in the Cincinnati public school system in reading and math as measured by the California Achievement Test (CAT). The principal and staff feel South Avondale Elementary School is becoming a very effective school.

As principal I believe that staff members are caring, dedicated and committed. The staff understands and has a sense of mission - to educate and to assure minimum mastery of basic skills for all pupils. South Avondale has adopted and practices a theme of "CAN DO" which prevails throughout the school, classes, and community. The teachers are confident they can teach every child and every child can learn. Because the school is operated and measured as a family business, all school personnel exhibit the "CAN DO" attitude and spirit in their various capacities. All are dedicated to the business of educating our students. The teachers have very high expectations for themselves and their students. The staff members are involved in ongoing programs of staff development which assure collaborative planning and collegial relationships among the staff. South Avondale has been involved in the School Improvement Program and the Urban Demonstration Project for several years with very positive outcomes.

Another factor influencing successful student achievement is the well-defined and closely monitored instructional program. South Avondale provides a modified traditional education with the primary focus on mastery of the basic skills of reading, math and writing in preschool through grade six. The Open Court Reading Series is the current reading program which has been successfully utilized for the past four years. There are few after school and extracurricular activities. The acquisition of basic skills takes precedence over all other school activities!!! Striving for academic excellence for all students is the primary focus of South Avondale Elementary School. The school day and lesson plans are organized for maximum time to be spent on task and direct instruction.

As principal, instructional leader, and teacher collectively, I believe all successful instructional programs must be carefully monitored and assessed. Teaching and learning is a continuous cycle of planning, implementing and evaluating. Many techniques must be available and used to assess student progress in the basic skills areas. It is my philosophy: "What is measured will be taught!" South Avondale Elementary School's assessment of basic skills achievement is performed by many assessment tools, among which are the following:

1. Standardized achievement tests - group performance, comparative study.
2. Criterion-referenced tests such as:
 - a. CIMS (Cincinnati Instructional Management System) measures reading and math skills.
 - b. MCT (Minimum Competency Testing). List of grade level skills measured in grades 3, 6, 9 and 11 in math, reading, and writing.
3. Other performance measures:
 - a. Open court reading program skill test - unit tests.
 - b. In-house, reading and math skills checklist developed by staff members at grade level.

- c. Teacher-made tests and assessments given weekly, quarterly, and annually that are reflected in lesson plans.

Some measurable time-specific objectives in meeting the identified needs of students experiencing difficulty in basic skills areas are as follows:

1. Open court reading - techniques used (small group workshop) in this program allow for individualized and small group teaching, thus reaching all students - regardless of skill level or difficulties.
2. All instructional aides receive training in open court and are prepared to give special remedial help to any students identified as having deficits.
3. Homework packets also are being developed to help students who display difficulty or who need greater reinforcement or practice in skills (parental support).
4. Encourage peer-tutoring when possible.
5. Principal works with small groups throughout the year in math/spelling to help with skill mastery or tutoring.
6. Utilize the UDP Academic Motivation After School Club - classroom teachers work on reading and math skills after a careful evaluation of students who appear to need extra help to maintain a B average.
7. Utilizing the resource teacher librarian to work on specific skills in reading/math with small groups after the classroom teacher has made a referral of skills needed.
8. The Two-Consecutive Years Concept - same teacher with the same students for two grade levels to assure continuity, skill mastery, and teacher knowledge of the total child.
9. Lesson plans must reflect small group work as well as regular classroom activities.

At South Avondale many methods of communicating student progress to staff, parents, and community are utilized, some of which follow:

1. Report cards.
2. Parent-teacher conferences.
3. Annual school report available at Open House.
4. CAT scores sent home.
5. School newsletter.
6. School information sheet.
7. Instructional leader and home-school facilitator make home phone calls and visits regarding achievement, attendance, and behavior.
8. Teachers write informal progress notes to parents as needed.
"CATCH A CHILD BEING GOOD."
9. Principal presents and interprets testing data to staff and parents at assemblies for parents and at staff meetings.
10. Utilizing local school advisory board and partners-in-education. All testing and student achievement is shared with them and spreads throughout the school community.
11. Achievement recognition programs.
12. Inservice programs - testing data are shared/interpreted and analyzed.
13. Parent groups in the school also receive information about student progress.

The following are resources available to principals on the development of multiple assessment methods:

1. CIMS - staff to help.
2. MCT.
3. Inservice workshops - related to subject areas.
4. UDP - academic league material (based on CIMS, MCT, CAT, and graded course of study).

5. Scoring high on the CAT.
6. Open court consultants.
7. Supervisors/consultants - Susan Everson - Dr. Ellis.
8. Sharing with experienced teachers (assessments in classroom - grade level meetings with teachers).
9. Summer school inservice and retraining for teachers.

"SCHOOL/COMMUNITY RELATIONS: WHAT WORKS FOR PRINCIPALS"

Presenter: Mr. D. Keith Rinehart, Columbus Public Schools
Ms. Patricia Fletcher, Steubenville City Schools
Ms. Martha W. Hull, Dayton Public Schools

Date: July 17, 1984

D. Keith Rinehart is married and the father of three children. A native of Mt. Vernon, Ohio, Mr. Rinehart holds degrees from Heidelberg College and Xavier University. Mr. Rinehart was a sixth grade teacher for seven years before entering administration, a field in which he has served for the past fifteen years. Mr. Rinehart has been involved with the Effective Schools/School Improvement Program for three years in the Columbus Public Schools. This fall, Mr. Rinehart will assume the principalship of the John Burroughs Elementary School. He is also active in other service and fraternal organizations.

Many social changes have taken place in recent years. While these changes were taking place, our schools have experienced a scrutiny which few other institutions have experienced.

Because we are again involved in a critical examination of our schools — beginning with the report of the Commission on Excellence — and because there will be other reports forthcoming, each school needs to devote its time and energy towards improving the things over which it has control. Each time our nation has faced a crisis, people have looked to the schools to find a solution to the problem.

Strong building leadership makes a difference as to when a school becomes effective and student achievement is improved. The principal, then, is the key to the quality of the educational program, why teachers grow or are stifled on the job, the school climate, and the involvement and utilization of parents and community leaders.

Thus, a good principal helps to create and maintain a good school. You, as the building principal, must have high expectations for yourself in order to ignite the lamp of learning in others. You must be sincere so that everyone around you will recognize and follow your example. Always remember, you are the focal point and "as you go, so goes the school." The basis for success is "that all children can learn and your school makes the difference." The following are the expectations of each teacher, student and parent:

1. Teachers to teach.
2. Students to learn.
3. Parents to support and cooperate.

Parents are encouraged to send their children to school with a positive attitude and with the discipline necessary for a classroom setting. While we recognize and accept the responsibility for the growth of students when they are in school, we expect that parents and the students themselves will assume the responsibility for continuing their growth outside of the school.

Most of us would agree that teaching and education do not begin and end at the

classroom door. Learning occurs everywhere in our community and our community has a wealth of talent and resources, in the form of parents and other citizens, from which the students can learn and benefit.

Parents and citizens need to know that volunteerism is an opportunity to help teachers achieve what they can't do alone. In the process of helping children, guidelines are used to help the volunteer and the school achieve effective and mutually rewarding relationships. The following are three such guidelines:

1. The school must have a need for volunteers. A position cannot simply be created.
2. The school must define the volunteers' responsibilities and schedules.
3. A committee should set up an orientation/training program to ensure that volunteers and teachers understand what each expects of the other.

Communication is most important as we attempt to secure understanding and support for our schools and our programs. Thus, the principal is the communications leader in his/her school. The principal is responsible for presenting the school's programs, purposes, progress and problems to its various publics. In addition to putting out the message, you must have a channel for collecting thoughts, ideals and concerns from the school community.

The educational triangle of student, teacher, and parent is most important if we are to have student growth. We must have regular dialogue between all facets of the school and community if success is to be achieved by the student.

Home visits are a valuable tool in the following ways:

1. Teachers are enabled "to see for themselves" from where their students are coming. This provides each with a better understanding.
2. Such visits demonstrate to the parent that you care about their children.
 - a. The home visit allows you to make contact on a positive basis and provides an opportunity to explain hopes, needs and desires.
 - b. You are able to make sure that each home has a student/parent handbook. Student/parent handbooks provide all concerned with the framework within which the school operates. It is an instrument which the students/parents can have and maintain.

The key word of RESPECT has been most helpful and effective in establishing and maintaining effective school/community relations:

1. Respect yourself.
2. Respect others.
3. Respect the property of others.

The theme of "CARING" has proved to be most successful. Finally, one of the most important communicators can be your monthly newsletter to the parents and community, because it tells what is going on in the school.

Patricia Fletcher received her B.S. in education from The University of Steubenville and her M.Ed. in educational administration from Dayton University. She is presently serving as the principal of Garfield Elementary School in the Steubenville City School District. Previously, she was a supervisor at Steubenville High School, instructor at the University of Steubenville, instructor at Dayton University and an evaluator for the metric program at Bethany College. Ms. Fletcher has conducted educational seminars for the Ohio Department of Education and serves as chairperson of the Ohio Basic Skills Commission for the Ohio Department of Education. Additionally, Ms. Fletcher serves as the president for the Ohio Association of Colored Women's Clubs.

Schools alone do not educate children. Education is a partnership between the home and the school. Parental involvement in the school's program often results in improved student achievement. Parental involvement indicates to children that education is important.

With regard to the principal, he/she is the communication leader. The principal is responsible for presenting the school, its programs, its purposes, its progress and its problems to the public. It is important to have a communication plan for your school. However, you must also continuously survey the thoughts, ideas and concerns of your many publics. Finding out what the parents and community want for this is paramount. Talk to your community before you plan your program. Include people in pre-planning and pre-needs surveys. Promote a sense of togetherness, a sense of need and a sense of trust that will pay big dividends in the future.

Some keys to effective school/parent relationships are the following:

- A. Staff Development - At Garfield Elementary School, we tapped our greatest resource - our teachers - to improve and implement ideas on using staff and other supporting school personnel to enhance communication between Garfield Elementary School and local homes.
- B. Plan of Action - Communication is used as a tool to help promote and enhance quality education at Garfield Elementary School. The following are examples:
 1. Use staff meetings as a short form of inservice for teachers.
 2. Share materials that can be used by teachers to communicate with parents in a positive manner.
 3. Share materials that can be used by teachers to communicate in a positive way with friends in the community.
 4. Establish communications within the building to improve staff morale.
 5. Develop a thought for the week.
 6. Announce a good highlight or deed accomplished by a staff person.
 7. Newsletter or bulletins sent home and to the news media.
 - a. Staff contribute some highlight from the classrooms.
 - b. School recognition sent to newspaper.
 - c. Suggestions on educational toys to be purchased.
 - d. Suggestions on good books to buy.
 - e. Congratulation notes to community people.
 8. Use the Parent Teacher Association as a vehicle for communicating information.
 - a. Pre-test assessment - September
 - b. Initial parent awareness.
 - c. Report of assessment.
 - d. Superintendent report - Effective Schools and Garfield Elementary.
 - e. Movie - How parents can assist the child and the school.
 - f. Inservice from the Ohio Department of Education - especially guidance services.
 - g. Effective Schools brochure mailed to parents and school board members.
 - h. Conference day.
 - i. Mini-classroom for parents.
 - j. Parents featured in newspaper and on television.

Garfield Elementary School conveyed this message: "Garfield Pride" - little means a lot.

Martha W. Hull is the coordinator of the English as a Second Language Program in the Dayton Public Schools. She holds degrees from the State University of New York at Albany,

Wright State University and Georgia State University. Ms. Hull is a member of several professional organizations concerned with bilingual education. Her areas of expertise include second language acquisition and educational programs for national origin minority students.

In 1981, the Dayton Public Schools implemented an English as a Second Language (ESL) program to meet the needs of an increasing number of non-English and limited English speaking students in the district. One of the goals of the ESL program is to establish and maintain communication with parents in a language they understand so that they might take an active part in their children's education. This presentation will describe the efforts of the ESL staff to achieve that goal through frequent informal contacts and formal conferences and parent training sessions.

Goals

The English as a Second Language (ESL) program is designed to provide an equal educational opportunity to students of limited English proficiency (whose primary or home language is not English) and to facilitate their transition into the mainstream curriculum. It seeks to assist the student who is learning English while enrolled in English so that he/she will then be able to learn efficiently through the language of instruction in the school and be prepared to participate fully in the regular school curriculum.

Objectives

1. To design and implement individualized instruction to develop students' communication skills in listening, speaking, reading and writing in English at grade level expectancy.
2. To assist in the cultural adjustment of ESL students without sacrificing their cultural identity:
 - a. by valuing their unique role in a multicultural society;
 - b. by developing their awareness of American cultural patterns and practices; and
 - c. by fostering appreciation for cultural diversity among all Dayton students and staff.
3. To help ESL students to participate fully in the mainstream educational curriculum:
 - a. by evaluating their English language proficiency and academic achievement to determine their needs for ESL instruction;
 - b. by preparing them to learn efficiently through English;
 - c. by monitoring their progress in English acquisition and academic performance in order to adjust ESL instruction and achieve mainstreaming;
 - d. by providing trained ESL staff members to serve as resource persons for classroom teachers and other school personnel;
 - e. by supporting the classroom teachers and reinforcing core content vocabulary and concepts.
4. To assume a liaison role in establishing and maintaining communication between the home and the school.

"CLASSROOM OBSERVATION/ INSTRUCTIONAL SUPERVISION"

Presenter: Dr. Thomas J. Lasley II, University of Dayton
Dates: July 18 and August 1, 1984

Dr. Thomas Lasley is an associate professor at the University of Dayton. Previous to this appointment, he served as assistant director in the Division of Teacher Education and Certification, the Ohio Department of Education. Dr.

Lasley has been involved with educational research for a number of years and has written several articles for a wide variety of professional publications and has co-authored several books. He has been a presenter at local, state and national conferences on such subjects as teacher education, student motivation and classroom discipline. Dr. Lasley began his career as a sixth grade teacher in the Upper Arlington City Schools.

"Observing teacher performance in the classroom is complex and time consuming. Administrators have limited time to collect the data needed to assess how a teacher is doing. Observation becomes, as a result, a professional burden rather than a professional responsibility," stated Dr. Lasley.

The focus of the Lasley session was on identifying relatively simple methods for collecting and analyzing data with regard to teacher performance. The data collection procedures discussed were separated into three basic categories: (a) narrative instruments, (b) category instruments, and (c) rating instruments. The relative strengths and weaknesses of each instrument type were discussed and workshop participants were given selected examples of category and rating instruments commonly used in classrooms.

A model for collecting data was also presented. Using a combination of self-evaluation and observer assessment procedures, participants were exposed to ways in which data can enhance the teacher's instructional awareness and assist administrators in offering teachers more specific advice. Concepts from the clinical supervision and research literature were used to support the model.

The instruments described in the session were related to five different concepts and constructs emerging from the effective schools literature. Specifically, instruments for collecting data vis-a-vis teacher time-on-task, classroom management, instructional clarity, student praise, and teaching variability were presented. A set of "teacher should" statements to justify items included on the instruments were discussed.

All "teacher should" statements are inductively taken from the applied science literature and are used as a framework for understanding the various components of the categorical instruments. Examples of the high-inference "teacher should" statements for the concept of time-on-task were provided as follows:

1. Teachers should start class on time.
2. Teachers should manage transitions effectively.
3. Teachers should limit and control interruptions.
4. Teachers should organize the classroom to minimize disruptions.
5. Teachers should provide activities that enhance student success.

Low-inference attributes for the "teacher should" statements also were discussed and examples of how principals might gather data were presented. These examples included a set of guidelines for creating new checklist or sign data collection instruments.

"CLASSROOM OBSERVATION/INSTRUCTIONAL SUPERVISION"

Presenter: William R. Crumley, Jr., Fidler Academics Plus School,
Philadelphia, Pa.
Malcolm Garrett, East Cleve and City Schools

Date: July 18, 1984

Mr. William Crumley attended Cheyney State College, Temple University, University of Pennsylvania, and Pennsylvania State University. He has a master's degree in administration, and principal certification.

He has held many different positions in schools, including grade school teacher, school science coordinator, program director, program testing coordinator, assistant director of after-school activities, administrative assistant, acting director, auxiliary principal, and principal.

Present day writings emphasize that classroom observations should be made after the principal has established rapport with the teacher. The following are some beliefs held about classroom visitations:

1. Good rapport should exist between the teacher and principal.
2. Visitation should be on an "on call" basis and teachers should determine the purpose of the visits.
3. The principal should carefully prepare for each classroom visit.
4. The visitor should enter the classroom as unobtrusively as possible.
5. The principal should not participate in the activity in progress.
6. A conference should precede the visit.
7. A conference should follow the visit.
8. Notes for use in the conference should be kept of each extended classroom observation, but they should not be made during the visit without the approval of the teacher.
9. The observer should concentrate on the total learning situation.
10. The principal should attempt to discover the strong points in the learning situation.
11. Suggestions for the improvement of the lesson should not be made unless the teacher asks for them.
12. The principal should not remain in the classroom if his presence is disturbing either the pupils or the teacher.
13. There is no established minimum and maximum time for a visit.
14. Details of room management are important to observe.
15. Records of supervisory visits should be kept.
16. During the visit, the principal should not in any way show disapproval of what is happening in the classroom.
17. The supervisor should make a complimentary remark before leaving the classroom.
18. Principal visits and classroom observations made for the purpose of teacher evaluation should never be mixed.

Reasons for a conference.

After teachers have been observed, they naturally are anxious to know how the supervisor feels about what he/she saw and heard. The basic reason for holding a conference is that it is a valuable technique for improving instruction.

Suggestions for conferencing.

Wiles stressed the importance of mutual understanding as the reason for the conference when he wrote:

The purpose of an interview should be clear to the supervised. A man kept in the dark is afraid and insecure. He plays his cards cautiously, until he knows where the conference is going and what is expected of him. If the supervisor does not want to waste time, he should state the purpose early in the conference or announce it beforehand. Of course, if the conference is requested by the teacher, the supervisor has an equal right to know the purpose. In either case, the person invited to the conference has a right to ask what it is intended to accomplish.

1. The individual supervisory conference should be looked upon as part of a problem-solving technique.

2. Conferences should be thoroughly prepared for by both the supervisor and the teacher.
3. The conference should be held as soon after the classroom observation as possible.
4. The conference should be held on school time, or within the teacher day as defined by district policy.
5. The conference should be as informal as possible and held in a place where both the teacher and the supervisor feel at ease.
6. The discussion must be linked to a common, districtwide philosophy of education understood and accepted by both parties.

Summary

In working with individuals, the supervisor becomes more sensitive to the fact that teachers differ from each other in many ways. He/she is particularly anxious to assist creative teachers to realize their greatest potential. He/she also realizes how important it is to help all teachers to work more effectively with creative children. Finally, he/she learns to work with problem teachers and to become interested in the problems of the teachers. As a result, these individuals benefit greatly from their association with him/her.

Mr. Malcolm Garrett is a graduate of Case Western Reserve and holds a master of science degree in education. He has also completed requirements for administrative certification in elementary education at the University of Akron. Mr. Garrett was an elementary teacher for seven years and a curriculum specialist before assuming his post as principal of Mayfair Elementary School in East Cleveland City School District. Mr. Garrett attended OASIS I and II as a participant.

Most school systems have in place an observation/evaluation procedure and the observation evaluation tools necessary to fulfill supervisory obligations as set forth in the system's master contract with the system's education association. However, the supervision procedure and the supervisory tools must be supplemented by the building principal if he/she is to be successful in causing students and staff to change and to grow. The principal must be able to apply the concepts and principle of school supervision to the practical situations in which we (administrators and teachers) are working.

Mayfair Elementary School has in place an educational design that has caused the administrative team to improve its supervision, the teaching staff to improve its planning and performance, and the students to improve their performance on the SRA Achievement Tests. The educational design consists of the following:

1. A district management plan
2. A three-year educational plan
3. The "Seven Factors of the Effective Schools Chronicle"
4. A review of the SRA Achievement Test scores
5. The principal's report on teacher effectiveness
6. A procedure for monthly classroom observations

The district's management system manual outlines to the staffs of the school system the following:

1. Mission of the School District
2. Continuing Goals and Annual Objectives
3. Priorities of Concentration
4. Evaluation Methods
5. A Curriculum Development System
6. A Management Planning Calendar

The school's three-year educational plan outlines to the teaching staff the goals, objectives, strategies, evaluation methods, resources and costs for the educational program for a three-year period.

The school's "Seven Factors of the Effective Schools Chronicle" provides the teachers and administrative staff with parameters when planning activities for the school and its growth.

The review of the SRA Achievement Test scores allows the teachers and administrative staff the opportunity to assess the academic growth of the students and provides direction for planning the upcoming school year and using the SRA Achievement Test unit plans.

The principal's report on teacher effectiveness allows the administrative team the opportunity to provide the teaching staff with input in several areas that will improve teacher performance.

The monthly classroom observation calendar provides the administrative staff the opportunity to observe classroom instruction on a regular basis and the post-observation conference provides the administrative staff and the teaching staff the opportunity to interact over curriculum content and methodology on a regular basis.

As a principal, you have the responsibility to work and be recognized as the "educational leader" of your school. You must realize that the role of educational leader includes the supervision of instruction as well as the execution of other administrative functions.

"IDENTIFYING CRITICAL ELEMENTS OF AN EFFECTIVE COMMUNICATION SKILLS PROGRAM"

Presenter:

Dr. Barbara L. Saunders, Central State University

Date:

July 18, 1984

Barbara L. Saunders received her B.S. degree from Central State University, her M.S. degree from Indiana State University, and her Ph.D. degree in reading and curriculum development from The Ohio State University. Dr. Saunders is currently an associate professor of education and director of Foundation for Learning (Freshman English) and the Urban Initiatives Action Program for Language Education at Central State University. Prior to holding these positions, she was the assistant director of the Bureau of Curriculum Services for the Pennsylvania Department of Education. Dr. Saunders provides consultant services in reading, language arts and curriculum development. She is the author of several articles concerning reading.

The communication skills (i.e., listening, speaking, reading, writing, and critical thinking) are the processes and the foundation by which all other learning is acquired. The communication skills provide the foundation on which learning and performance in school, on jobs and in society are built.

Students who are seriously deficient in the communication skills constitute a national problem with social, economic and cultural consequences.

The classroom activities in which children participate while attending school can provide excellent opportunities for developing the communication skills. Children learn language outside of school and before they enter school. The classroom teacher, therefore, should view the student's language as an opportunity to extend language learning. Current trends toward reading and writing "across the curriculum" aid in helping teachers to see the

need to integrate the communication skills with other school subjects, and to teach the communication skills meaningfully. For example, vocabulary drills, labeling grammatical parts and writing isolated sample paragraphs do not teach students how to write. Only when they have complete communication structure can they authentically practice listening, speaking, reading, writing and critical thinking. The approaches and techniques that follow represent a partial list of suggestions for possibly implementing critical thinking, speaking, reading, writing, and active listening skills programs in an elementary school:

1. Conduct a needs assessment with teachers to give direction to the areas needing to be addressed for staff development.
2. Administer interest inventories to students in order to identify each student's interests, hobbies, etc.
3. Engage students in vocabulary development activities such as "semantic mapping."
4. Encourage teachers to develop mechanisms for improving the listening skills of students.
5. Encourage comprehensive literature programs in classrooms.
6. Encourage teachers to engage students in keeping journals and diaries.
7. Encourage free writing in classrooms on a daily basis.
8. Encourage teachers to organize student-centered classrooms that include individual areas for reading, listening, drama, arts and sciences, games and sharing.
9. Develop and implement a sustained silent reading program.
10. Schedule school programs on a regular basis that require students to speak, read, write, listen and think critically.
11. Involve parents in the daily activities of the school.
12. Develop feedback and assessment procedures.

"DEVELOPING AND IMPLEMENTING EFFECTIVE BUILDING-BASED STAFF DEVELOPMENT"

Presenter: Harriet Doss Willis, New Jersey
State Department of Education
Date: July 19 and August 2, 1984

Harriet Doss Willis presently serves as the assistant commissioner of the Division of General Academic Education in the New Jersey State Department of Education. Prior to this appointment, Dr. Willis served as vice president for programs at CEMREL, Incorporated, a regional education laboratory in St. Louis, Missouri. Dr. Willis has been a classroom teacher, a research associate and a college and university instructor. She is the author of a wide variety of papers, articles and technical reports and documents. Dr. Willis provides workshop presentations for national and regional organizations on school effectiveness, and was among the first recipients of the Achievement Against The Odds Award given by Black Career Women, Incorporated of Cincinnati, Ohio.

Dr. Willis stressed that the principal serves as the backbone for education in the building. Her presentation addressed the following areas:

1. General principles of staff development.
2. Specific areas of need in staff development within the parameters of school effectiveness.
3. Resources available.

Most programs do not train principals in building-based staff development. Staff development is not an event, but it is a process that is ongoing. Research tends to show that teacher competency does not necessarily change as a result of staff development.

Bruce Jawse and Beverly Showers' Model suggests the following principles:

1. Building principals should think that all activities should be parts of the composite staff development effort.
2. Principals are enablers of staff development.
3. Staff development is a serious challenge.

Some issues to be considered for staff development are the following:

1. What is morale like in the school?
2. What are the strengths and weaknesses?
3. Are there teacher values in the school?
4. What are teacher values in the school?
5. What is the school power structure?
6. How much collaboration occurs in the school?
7. Do the teachers plan collectively?
8. Is there awareness of the various types of individuals - complainers, facilitators, etc.?
9. What is the content of gossip in the school?
10. Is there an atmosphere of movement, growth, etc.?

At this point, Dr. Willis discussed the team and task force goals.

1. School goals must be linked to groups and individuals who identify specific objectives and subsequent actions that are likely to lead to school improvement.
2. Planning is an important part of staff development, but don't let it bog you down to the point that it keeps you from implementing staff development.

Two other suggestions which were offered included using students as helpers to complete routine, simple tasks. She also stated that after the second week of class, there should be no need for the roll to be called. Such standard means as seating charts can be used much more effectively for taking attendance.

Dr. Willis recalled her own experience as a new teacher with a principal who refused to distribute textbooks until the end of the second full week of classes. This forced teachers to get to know their students and to establish procedures and policies in their classrooms. Research has shown that teachers who spend two weeks at the beginning of the year engaged in such practices are more effective than teachers who do not. In other words the time is not wasted; rather, it results in significantly higher achievement in the long run. Dr. Willis encouraged principals to ask two questions: Is academic pursuit in progress? Are the children successful?

She also suggested that many principals spend most of their day doing what they like to do rather than what they need to do. She encouraged principals to establish priorities and to develop creative approaches to relieve the pressure under which they may find themselves.

One of the negative side effects of the Effective Schools Program is that principals often feel a greater degree of stress. They often feel that being the "instructional leader" also means being the "perfect leader." Obviously this is impossible. One approach to dealing with this stress is to make a list of all the things over which the principal has no control or responsibility. Principals are also encouraged to evaluate those things at which they are good and to examine the effects of personal characteristics. She stressed the importance of allowing personal time during the school day.

Principals should pose the following questions:

1. Do I know my self-competencies?
2. How much do I know about instruction, childhood and learning styles?

3. Can I assume direct training roles?

There are three types of principals:

1. Initiators - higher marks from teachers.
2. Managers.
3. Responders - less high grades from teachers.

Today, we are concentrating much more on what does work rather than on what doesn't work. Now then, how do you know when you need staff development? The following are indicators.

1. If instructional practices don't change, it is not likely that student achievement will improve.
2. Orderliness - what is the climate like?
3. Use of time.
4. Individuals in the schools who lack knowledge in subject areas.
5. Personal characteristics of teachers - trouble with language, bad attitudes, dislike of children.

We, as educators, are responsible for what happens during the first three years of school. Today, we have different children in school. They are capable of receiving instruction very early in the schooling process. Most children enter school expecting to learn. There is an academic expectation: therefore, we must ensure continuity between grade levels.

Resources available for staff development may include the following:

1. Faculty meetings.
2. Two page memos.
3. Determine who are the staff resource people.
4. Secure a consultant (outside).
5. Principals need to receive first hand benefits from institutes.
6. Colleagues (barter or buy).
7. Institutions (colleges, universities).
8. Private institutions that provide staff development.
9. Central staff personnel.

"TIME/STRESS MANAGEMENT"

Presenter: Harriet Doss Willis, New Jersey State Department of Education
Date: July 19 and August 2, 1984

Dr. Willis believes the two most important resources in any school are time and teachers. Skillful management helps the principal decide how most effectively to use these two resources.

One of the principle causes of poor time management is poor preparation. In efforts to offer principals practical ways in which they can help their teachers use time more effectively, Dr. Willis offered several suggestions. One method, which she referred to as old fashioned, is "morning work." Teachers prepare a task and write it on the chalkboard. Students are allowed the first 15 minutes of class time to complete the task. This allows the teacher time to complete routine activities each morning while also providing practice for students. This time should provide an activity which allows the principal to remove him/herself from the setting. One suggestion is for principals to go out for a walk. This activity has two positive effects: It not only allows the principal a release for stress, but it also helps to create a positive image of the principal among residents of the neighborhood.

This is especially true if it is a neighborhood school.

Finally, Dr. Willis offered some signs of stress that principals should watch for among their staff:

1. A teacher who is usually very patient with the children who suddenly begins to scream at the students.
2. A punctual teacher who begins to arrive just two minutes before the start of the school day.
3. An effective teacher whose performance begins to diminish.
4. A teacher who generally is easy to get along with who begins to have conflicts with peers.
5. Any serious change in a usual routine.
6. Any kind of physical reaction to stress such as rashes, excessive headaches, etc.
7. Feeling that one is indispensable. (Even principals need to take vacations, perhaps three or four days at a time).

Dr. Willis concluded her presentation by recommending that principals keep thinking like human beings and realize that to be human is not to be perfect. Stick to priorities.

"A PRINCIPAL'S VIEW: TIME AND STRESS MANAGEMENT"

Presenters: Dorothy Jackson, East Cleveland
City Schools
Gregory Waddell, Columbus
Public Schools

Date: July 19, 1984

Dorothy K. Jackson has been an educator for more than twenty-three years and still experiences much enthusiasm and joy for schooling. She has been a classroom teacher with dual certification in regular and special education. She has worked with retarded and gifted students and has served as a reading specialist. She has exercised administrative leadership as a curriculum specialist, coordinator, and principal - the position she currently holds. Mrs. Jackson has demonstrated her leadership in many community activities. She is a civil service commissioner for the City of Cleveland Heights and has served as president and vice president of the commission. She is very interested in the equity and welfare of women and serves on the Metropolitan Board of the YWCA. Mrs. Jackson was a participant at OASIS II and has been involved in implementing the effective schools concept for the past two years.

The management of a school often takes place within a framework of tension and anticipation; however, it doesn't necessarily have to operate routinely in such a fashion. Good administrators have a clear vision of their long- and short-term goals. At certain times during the school year, a principal must be a tough task master, a humanistic principal and/or a sympathetic friend. He or she must be able to balance budgets; inventory and order supplies; manage the building and custodial staff; assume the responsibility for the maintenance of a controlled and orderly learning environment; serve as police officer, nurse, and guidance counselor; and still be able to negotiate and mediate crises skillfully and effectively. To manage these events well, a principal must become a competent juggler at planning and using time wisely. The skills and traits needed for a principalship seem almost unreal, but many principals deal effectively with the responsibilities and experience little or no STRESS. Their schools produce high scoring or even top scoring students. The question we must contemplate is "How Can This Be Done?"

We will find a good answer to the question if we stop to assess the possible barriers to

effective time management. The following are some of the causes:

1. Lack of planning.
2. Poor organization.
3. Ineffective communication.
4. Procrastination.
5. Fatigue from letting time run you.
6. Uncontrollable interruptions by superiors and a disorganized BOSS.

If you are having difficulties locating the problem, it might be a good idea to ask your supervisor or another colleague to shadow you for two or three days. Others can frequently see what you are unable to see as time-wasters. An important step to take is that of logging all activities for a couple of days or even a week. This can be used as an average sampling of activities. You then construct a graph, and this will enable you to get a better picture of how you spend your time. Old behavior patterns are difficult to change but try replacing a time-waster with improved strategies. Effective time management strategies include the following:

1. Plan your work . . . work your plan; develop goals; set priorities.
2. Organize your office . . . everything has a place; handle papers as few times as possible.
3. Communications . . . delegate; handle interruptions; file cabinet system.
4. Fight procrastination . . . decision making; acknowledge reason and apply possible solutions.

Some principals/administrators seem to be natural organizers and to be naturally committed to goal setting; others must develop these skills and practice the art of managing time. Time management is simply self-management. With the above points in mind, all educators, system-wide, must become more aware and work cooperatively to combat time-wasters.

For many of us, there is never enough time to get everything done, but for others there does seem to be adequate time to do all that has been planned. These individuals experience a lot less stress.

A. Mackenzie and K. Waldo, in their book About Time, give a concise view of time.

TIME

Time presents problems to all of us
You can't save it and use it later.
You can't elect not to spend it.
You can't borrow it.
You can't leave it nor can you retrieve it.

A principal's workday is very busy and highly unpredictable. I'm certain if we would log our time, it would surprise many of us to find that time is typically spent in many activities of short duration with much shifting of gears throughout the day.

You will also find that most principals will not spend most of their time in classrooms serving as instructional leaders. The central focus of an instructional leader is on acquiring a clear understanding of what is occurring in the classrooms.

Gregory Waddell is a sixteen-year veteran of the Columbus Public Schools. He was a classroom teacher for eleven years and served for two years on a special project in career education. Additionally, Mr. Waddell served three years as an administrative cadet. Mr. Waddell has just finished his first year as a principal at East Linden Elementary School. He attributes much of his success to his experience as an OASIS II participant last year.

A person is the product of his/her experiences - of his/her environment. Mr. Waddell stated, "I have had some pretty diverse experiences in the public schools over the past sixteen years and sometimes in some difficult circumstances. Some of the things I will say to you may not 'fit' with you but they do with me. The real value of the effective schools movement is that schools get better year after year. I heard a gentleman say that he thought the effective schools movement will 'die out.' I don't see how it could for it is not, in my opinion, a 'fad.' It is a way in which you can accomplish things regardless of the school in which you are situated."

"I want to talk about stress management and how it affects time management. About four years ago when I became an administrative cadet, it was my first experience as an administrator. A lot of things never dawned on me since I had always been a teacher and had never looked at the broader perspective of administration. So, when I got my school, I took \$100.00, ran over to the discount store and bought five suits, five shirts, etc. and got ready. The principal, upon entering the school, gave me a lot of opportunities to work and to learn."

"What stress does to teachers is to stop them from doing what they are supposed to do. You get paid to do what you are supposed to do. However, what stress can do to a person didn't really 'get hold of me', until I had been on the job for about two weeks," stated Mr. Waddell.

There are two types of stress - the illogical and logical. The illogical stress comes from our perception of things which really do not exist. The logical is obvious. If someone comes in to say there is a fire in the building, one will experience a logical stress - the fire is real. Your stress level will go up. I submit to you that the illogical type creates more stress upon teachers. Mr. Waddell stated that a perfect example of illogical stress is the time he was sitting in his office doing a task for the principal when out of the corner of his eye, he saw a teacher. He kept on working on his task. The teacher suddenly exclaimed, "Mr. Waddell! You better come to the lunchroom. Something terrible has happened! A boy is down there upsetting the whole decorum of the lunchroom!" Mr. Waddell admitted he didn't know what the lunchroom decorum was, yet he didn't want to seem ignorant being a rookie and all, so he just went to the lunchroom with her. When they got there, he saw the person who runs the lunchroom standing over this kid. He thought the infraction must be pretty bad for this man to be standing over the top of this kid. He walked up to the kid and the man and the teacher said, "Isn't that disgraceful?" Mr. Waddell was still looking for what the problem was since it was not obvious to him. The teacher said, "Look at what he has done!" Mr. Waddell looked around and noticed a pop-tart on the table (it was breakfast time) and the teacher said, "Look at that - he has eaten all the icing off the pop-tart and hasn't taken the first bite of the pop-tart! No decent person would ever do a thing like that!" Mr. Waddell said his eyes got big. He still couldn't figure out what the problem was since he was new and all, so he just sort of mumbled, "Hmm! Hmm!" He thought to himself, "What in the world is this lady talking about?" He finally told the boy to go to the office and that he would take care of this. He could not see an infraction of rules, but this teacher was so "wound up" that the infraction had to be there somewhere. "You know, I haven't had much experience with pop-tarts - I've never eaten one!" Mr. Waddell continued. To make a long story short, he found out this "kid" was a student in the teacher's classroom and that for the previous three years, the boy had been an honor student. The incident so incited the teacher with stress that she couldn't work with that "kid" for the longest time that school year. The "kid" was in his office every day. It started to take up a lot of his time. He thought to himself after that experience, "Are there more people in the school system like this?" He began to take a look at it and found out that there are. He decided that he was going to deal with the kinds of things which create illogical stress and tend to incapacitate teachers.

Mr. Waddell said he spent a week last year at Capital University at OASIS II and learned some strategies for dealing with stress and the operation of a school. When he went back to school, the team began to write a mission statement for his building following the effective schools model. He tried, through the mission statement, to get staff to realize we

don't know everything about what we are doing even though we've been to college to learn it - that we will make mistakes. It worked and the team came out with a mission statement that was fine.

The teachers did what they were supposed to do. Mr. Waddell said his school's purpose, then, is to spend as much time doing what it is supposed to do. "Once we get through with the illogical, we can sit down and start thinking about how we can do things better, and we are doing things better."

His main thrust for the use of his time is to get into the classroom every day. He had to set the tone, however, since he didn't want the teachers to feel uncomfortable. The teachers know his expectations. They know his priorities in reading, language arts and math. The teachers see him as well as the students. This, he believes, has reduced stress levels among the staff. People will not do what they are supposed to do unless they perceive that you are in there helping them do what they are supposed to do well!

Finally, evaluation can be a very stressful situation. The intent of evaluation is to help teachers do better what they are doing. "I don't go into the classroom with checklists, etc. I don't tell the teacher about everything she/he is doing wrong. I work with the kids sometimes."

In conclusion, Mr. Waddell said, "If you want to control your time/stress levels, help teachers to control theirs. The effective schools model will help you to do this."

"EVALUATING PROGRAM EFFECTIVENESS"

Presenters: Hazel P. Flowers, Ohio Department of Education
James P. Jilek, Ohio Department of Education
Date: July 19, 1984

Ms. Hazel P. Flowers is director of the Division of Equal Educational Opportunities at the Ohio Department of Education. Her career in education includes positions as a classroom teacher and as supervisor of instruction in the Columbus Public Schools. Since joining the Ohio Department of Education in 1974, Ms. Flowers has presented at numerous workshops and seminars focusing on school improvement and effective schools strategies and has authored scholarly articles on the principalship and the principal led team (PLT) concept.

Ms. Flowers began by asking members of the audience how do they know their programs are effective and accomplishing what they said they would accomplish. She shared a couple of slides and talked about five areas which follow:

- (1) Attendance
- (2) Student Management
- (3) Parent/Community Involvement
- (4) Facilities Utilization
- (5) Public Relations

Attendance

Ms. Flowers stated that participants have these data in their schools. When districts have initiated a school improvement program, reports have been received that one of the early indicators of the effective schools (the effect of improving schools) has been a decrease in the absenteeism of staff and students. Principals attribute this to the teachers and staff feeling good about the school improvement thrust. Principals have to review

attendance records on a regular basis and should send congratulatory notes to teachers whose absences have decreased over the grading period. The notes can be displayed in the room as a goal reminder to students and staff.

Student Management

Ms. Flowers encouraged participants to look at the data. Clerks can do this. "Look at the number of students sent to the office for disruptive behavior. Compare data for the first year of implementation of your effective schools program to the second year. Look at the number of parent-teacher conferences realized for dealing with student disciplinary actions. Keep logs of this kind of information and make comparisons of the data in the second year of your program."

Parent/Community Involvement

"We can glean a lot of information on this subject right in the school", Ms. Flowers said. "Keep a record of the number of volunteers and the number of days they work as volunteers in the building. Plan days and times for expressing your appreciation for their services." Ms. Flowers said that it means a lot to a volunteer to have a principal say, "I really appreciate your coming to help out in the fourth grade class."

"Solicit comments from the volunteers. Allow them time to share their ideas with you. This will help you to do a better job in the implementation process."

Facility Utilization

"If you will think about it," Ms. Flowers continued, "when you walked onto this campus and into this room, you remembered certain things about what you observed, for example, the door, the color of the drapes, the walls, etc. This is normal for anyone. People entering our schools do the same thing. They park their cars, look at the windows, signs on the doors, and clutter that might be lying around. We need to start looking at things we take for granted." Ms. Flowers said that when we talk about the principal led team, the custodian has to be a person who is our friend. The custodian must have pride in the building and grounds. Further, the staff and students must start taking better care of furnishings, etc. since the appearance of the building and grounds is what visitors will judge the school by, when they come into the area. Productive schools see to it that repairs are made as quickly as possible when such repairs become necessary.

Public Relations and Building a Positive Image For the School

Ms. Flowers said a scrapbook is very important for the school. Visitors can read or look at the scrapbook while they are waiting to see you. Diaries, newspaper articles, and news releases are other ways to promote positive public relations. "Display published articles and newspaper clippings in the hallways. Letters of commendation are frequently received by members of the school community. Share these with staff by circulating among the staff these good comments."

Finally, Ms. Flowers asked participants to, "let us know what you are doing". "We receive inquiries from other state departments about what we are doing, and they frequently ask if there is a school to which they may send a team of people to visit. Is there a principal who is doing a good job that we may invite to come to our state to talk to our principals?

What kind of statistical data do you have that indicates your approach is working? We can only get this information from you as to what works."

"Remember this," Ms. Flowers stated, "for every problem you have, there is a solution

for you."

Mr. James P. Jilek is an educational consultant and serves as the coordinator of school improvement programs in the Division of Equal Educational Opportunities, Ohio Department of Education. His career in education includes classroom teaching, counseling at Urbana College and serving as financial aid officer at The Ohio State University. Additionally, Mr. Jilek has experience in the corporate industrial arena as a corporate human resource manager.

This part of the presentation was devoted to looking at specific strategies and techniques that can be used in evaluating program effectiveness. Some specific examples of techniques used in Ohio's schools were shared with participants.

Mr. Jilek cited a guidebook authored by Arlene Fink and Jacqueline Kosecoff, "How to Evaluate Education Programs." According to these authors, a field test or validation effort to evaluate programs includes the following five activities:

1. Formulating questions and standards of success
2. Creating field test and validation design samples
3. Selecting and developing measures
4. Analyzing and interpreting information
5. Writing a field test or validation report

Mr. Jilek then provided examples of how the foregoing activities may be implemented. He suggested for activity one that a list of "probes" be formulated to assist schools in reaching some agreement on standards of success for students. The following is a specific example:

<u>FIELD QUESTIONS</u>	<u>PROBES</u>	<u>STANDARDS</u>
1. Is the objective of assisting students to read, understand and analyze math word problems being met?	All? Some? More than last year? A statistically significant difference in behavior?	A statistical difference in math word problem scores in the CTBS than last year.
2. Are the appropriate groups and individuals learning?	Boys and girls? Lower and upper socioeconomic levels?	At least 80% of the boys and 80% of the girls. At least 60% of the lower and 60% of the upper socioeconomic level.

Mr. Jilek shared three designs for grouping people and manipulating the variables: a group comparison design, a time series design and a case study design, each of which may be utilized for predetermined purposes. He further stated that when selecting a method for measuring a program's effects, three major areas should be considered:

1. Technical excellence - Is a validated scale available?
2. Cost - Can you afford to purchase and administer the instrument?
3. Time - Can you acquire the instrument when you need it?
Does it take too much of the student's time?

Mr. Jilek stated that it is usually better to use instruments already developed since to create one's own may require a great deal of technical expertise.

Mr. Jilek advised participants to look carefully at the information called for in the field-test questions and the corresponding design before selecting an analysis technique. Attention must be given to the type of information desired (e.g., descriptive), comparisons that may be necessary over time and/or between groups and relationships that may underlie the field-test questions. After analysis, one should be able to judge how well the product or program meets the required standards for success.

Finally, Mr. Jilek stated that reporting field test or validation efforts requires skills. He encouraged participants to avoid jargons and to remember that the report should be written so as to appeal to anyone "interested" in the subject matter.

Mr. Jilek stated that one of the major concepts of the Effective Schools Program is to continue to implement what is successful and throw out those things that don't work.

"THE NATURE OF LEADERSHIP"

Presenter: Lonnie H. Wagstaff, the Fort Worth Independent School District
Date: July 30, 1984

Dr. Lonnie H. Wagstaff is currently associate superintendent in charge of instructional services in Fort Worth, Texas. He has been a classroom teacher in the field of social studies and a high school principal. Prior to his position in Texas, Dr. Wagstaff served in the capacities of chairperson in the Department of Educational Policy and Leadership and the Faculty of Educational Administration at the Ohio State University. He has a variety of consultancies to his credit which include The Danforth Foundation, St. Louis, Missouri and the Ford Foundation, New York, New York. He has authored and co-authored numerous articles for educational journals on effective leadership, the principal's role, curriculum and urban education issues. His leadership has been demonstrated through membership in many community organizations. Honors and awards include a listing in Who's Who in the Midwest, 1974-75 and the Outstanding Educator Award, 1977, The Alabama State University.

Education is the business of the day. It is being discussed by many policy making groups. We need to address three issues as they relate to the principal as an instructional leader: the theory, research, and practice. Leadership is like a Rubik's Cube. It comes in pieces, presents a challenge, and dares us to put the pieces together.

Leadership can be defined as social, relational, interpersonal, and interactive. Most of us spend our lives in organizational units but the bureaucratic nature of the organization has not stripped us of the interpersonal aspects of organizations.

Few decisions are made by individuals. Leaders try to build consensus with others. Leaders respond to needs — their own and those of others. Leaders do more than identify with others and others do more than identify with leaders. The need for leadership is universal and elemental. Leadership evokes and transforms the needs of others. Bargaining, transactions, compromises, and exchange of favors are all forms of leadership.

Leadership can also be transformational. Transformational leadership evokes and transforms the needs of others for a common goal. A manager can be distinguished from a leader in this way. A manager handles a task. A leader determines whether or not the task should be done. Leaders show the way and are inspirational. Managers accomplish. Leadership is vision and judgement, in contrast to management which is efficiency. Leadership requires a broad organizational focus. Management requires a narrower focus.

A leader must be confident. Any leader who has the respect of others is a person with

unwarranted optimism about the future.¹ It is important to examine the kinds of comments we as educators make about the future of education. Are our comments cynical or are they optimistic?

Specifically, as regards the principalship, a principal is expected to assume a strong role. He or she sets the mission and the tone for the school. The leader should be confident and project the school's mission with integrity. The principal is also the focal person of the school; he or she must exercise political adroitness, set curricular goals, and motivate staff.

Principals are in a very powerful position to have their ideas heard. Their leadership must be authentic and genuine. They need a balance between initiating structure (being task oriented) and consideration (being participative, supportive). No one style is best. Principals must adapt their behavior to the school's circumstances. An article in an issue of the U. S. News and World Report focused on the question of "Who Will Lead This New Breed of America?" The article suggested that the leadership models currently in use in the United States are outmoded. The four (4) common leadership models in the United States are as follows:

1. Craftsman (there is one best way to do things)
2. Jungle Fighters (paternalistic power grabbers)
3. Company Man/Woman (loyalists)
4. Gamesman/Gameswoman (takes calculated risks)

New types of leadership styles are needed to cope with the future. The leader of the future should combine tough-minded pragmatism with compassion and an interest in people. The leader should also be self-confident, competent, and have a strong sense of values. The new type of leader will de-mystify leadership, help others take responsibility and try to develop their leadership potential — in other words, expand the leadership role.

Fort Worth is currently developing a leadership plan for principals. The plan attempts to place decision making responsibility at the building level. The plan is called Site-Based Management. The plan is based on several premises: Staff, faculty, and community members need to offer input into decision making; improved decisions and increased likelihood of successful implementation result from group decision making; the group should develop specific action plans based on assessment of their needs; the process is performance-based and process outcomes are realistic and based on conditions unique to each site.

Key Features of the Plan

1. The principal is recognized as the leader/manager.
2. The principal is accountable for academic outcomes and the quality of programs in the building.
3. The principal makes important decisions.
4. The principal insures accurate communication.
5. The principal uses shared decision-making processes by managing in conjunction with the management team.

The management team makes decisions about the operations of the school and is comprised of teaching staff, the principal, members of the community, and any other desirable individuals.

Group decision making should encourage meaningful interaction and help to develop commitment. When a group of people gathers to make decisions, at first, the most important factor is missing. That factor is the integrative function. This is because roles are not fully understood at first. The principal is the one to get the group moving toward a common goal and keep the group together.

Important Group Decision-Making Procedures

The leader:

1. Poses the problem but does not solve it.
2. Conducts discussion to increase communication.
3. Protects people holding minority views.
4. Delays evaluation of preliminary solutions to allow less obvious solutions to emerge at a later date. Ideas need an opportunity to compete with each other.
5. Makes sure all the facts are presented and protects people from group pressures.
6. Assists in evaluating the strengths and weaknesses of ideas.

Group Process Techniques

Brainstorming — gets ideas out but does not lead to decision making.

Force Field Analysis — A problem is stated and participants discuss the advantages and disadvantages.

Nominal Group Technique — Raise a question with a group; provide five minutes for the group to write down ideas; record ideas; discuss all the ideas for clarification; rank order the ideas in order of importance.

Ranking forces the group to identify the action to be taken. In making decisions, the group should try to move toward consensus. Votes should not be taken because when a vote is taken, you automatically force a division of the house. Principals should be encouraged to become skillful in using group decision-making techniques.

The Principal as an Instructional Leader

The literature is not clear on what is meant by instructional leadership. For the most part, the principal is viewed as a middle manager. In many cases, principals get so bogged down by non-instructional activities that the athletic tail is wagging the academic dog. Mitzberg² sees the principal as not having enough time to spend on instruction, and other research has shown that most principals spend less than 30 percent of their time on instruction.

However, the effective schools literature contradicts the notion that principals do not have the time to be instructional leaders. What do effective instructional leaders do?

1. They have goals and articulate them.
2. The goals are ambitious and apply to all students being served.
3. The goals are long term professional aspirations held for the school.

Factors that Must Exist in Developing a Site-Based Management Plan

1. Matching teacher to student
2. Setting program objectives
3. Appropriate instructional methodology (behavior)
4. Adequate curricular resources
5. Adequate understanding of content
6. Student evaluation
7. Proper scheduling
8. Good interpersonal relations
9. Adequate physical plant/resources
10. Proper integration of the above

1 John William Gardner, *The Anti-Leadership Vaccine* (New York: Carnegie Corporation, 1965).

2 Henry Mitzberg, *The Nature of Managerial Work* (New York: Harper and Row, 1973).

"EFFECTIVELY UTILIZING THE SCHOOL'S ADVISORY COUNCIL"

Presenter: Lock P. Beachum, Youngstown City Schools
Date: July 30, 1984

Lock P. Beachum has been a mathematics, physical education and home school visitation teacher and a football coach. A portion of his tenure in Youngstown has been spent as an assistant principal at various schools and as the principal of North High School prior to its closure due to declining enrollment. Currently, Mr. Beachum is the principal of East High School. He received awards from the State Senate and the Youngstown Board of Education last year for his leadership and accomplishments in implementing a school improvement program. He had a recent article published by the American Association of Secondary School Principals and is presently serving as president of the Youngstown Urban League and the Administrative Association. Mr. Beachum holds active membership in the Ohio and National Association of Secondary School Principals and many other organizations.

Prior to implementing change the individuals involved in the process must come to the conclusion that there is a real need for change. Change should not be made for the sake of change. Once the need is established, a system must be established to foster smooth transition from one idea or program to another. In the case of East High School, an advisory council was established as the vehicle for implementing change.

The procedures for establishing a council cannot be haphazard if the council is to be effective. There must be an immediate sense of direction and purpose communicated to each member.

Membership of the advisory council for East High School was limited initially to school personnel to facilitate possible consensus in planning some short-range goals. Mr. Beachum believes that large committees at the beginning of a project can be disastrous in terms of planning, coordination and activity development. The council at East High School consisted of the principal and seven other members. Three individuals were appointed by the principal and four volunteers were selected.

It is important for the principal, as the instructional leader, to guide the council in carrying out its charge, but he or she should not become dictatorial or authoritarian. Nor should the principal allow other members of the group to exert absolute control. Members should feel that their ideas can be shared without a threat of constant criticism, which can be detrimental to the council's enthusiasm and dedication.

Once membership has been determined, a needs assessment should be conducted. In Mr. Beachum's case, as a principal assigned to a new school, it was beneficial to gather first hand data on what the staff and students perceived to be the problems at the school, if there were any. An analysis of the assessment results will identify needs that warrant short- and long-range solutions. Some goals can be achieved almost immediately, and thereby can serve as a motivating force for the committee members.

One such success that provided a "shot in the arm" for East High School was the implementation of academic assemblies. The assemblies are held at the end of each grade period. The purpose of the assembly is to highlight and recognize those students who are striving toward academic excellence. The realization of this particular short-term goal served as a stimulant for the council to establish others and served to change the attitudes of many. Reluctant staff members began to show an interest in the work of the council and the effective schools concept.

Maintaining a high level of motivation for the council and the school in general can be achieved by securing positive and continued publicity through the media. When good things are happening in the school, the community should be informed. When the members of the council realize that change for effectiveness can be a reality, a major task has been accomplished. Another major factor in the success of the council's effort occurred when student academic achievement scores began to rise. As a result, many more became committed to the plan for achieving excellence, and there was a marked change in student and staff expectations.

Council membership was later expanded to include parents. Their involvement is also an important factor in academic success for students and in determining additional concerns that need to be addressed.

The job of turning a school around is not easy, but through school/community cooperation, two years can make many believers out of many non-believers and can serve to target the concern about the academic achievement of our young people.

Last but not least, it is important for the council to monitor its own progress just as we monitor student academic progress. The following chart depicts the objectives and accomplishments of the advisory council.

OBJECTIVES	COMPLETED	NOT COMPLETED	ACTIVE	INACTIVE
Advisory Committed	X		X	
Building Leadership			X	
Pep for Excellence Assembly		X	X	
Academic Banquet		X	X	
Testing Data & Research		X	X	
Monitoring of Student Academic Progress			X	
Parental Involvement			X	
Public Relations Network			X	
Greater Staff Involvement Outside the Classroom			X	
School Pride			X	
Effective Planning by Teacher Lesson Plans and Objectives			X	

"BUSINESS EXPECTATIONS OF SCHOOLS FOR PREPARING FUTURE EMPLOYEES"

Presenters:

Judi Baumgardt, Sanese Services
Rowland C. W. Brown, Online Computer Library Center, Incorporated
John S. Coke, Coke, Harpham, Incorporated
Roger F. Trostle, Nationwide Insurance Company

Date:

July 31, 1984

Judi Baumgardt has had five and one-half years teaching experience with the Columbus Public Schools as a supplemental services teacher for the visually impaired. She is presently the food coordinator of Sanese with responsibilities in customer relations. Her duties include evaluation of the food program, menu planning, new product development and marketing. In addition she schedules tours through the Sanese facilities and responds to customer complaints.

Sanese started in 1946 and is now the largest independent food service company in the United States. Increase in personnel in the last few years has been about 12 percent and the offerings available for a school's graduates touch on the following: cafeteria workers, equipment installation and refurbishing workers, marketing and sales representatives, and office workers. Immediate openings are available to dishwashers, sanitation workers, grill cooks, vending machine operators, waiters and waitresses, etc.

Skills looked for in prospective employees:

1. Basic knowledge of fundamental mathematics
2. Good knowledge of the English language (written and oral) - reading is a must. Clarity is a must in public communication.
3. Ability to receive, interpret and follow directions.
Personality skills and traits are important attributes of good prospective employees.

What can high schools do to prepare students for work?

1. Emphasis should be placed on the basics.
2. Emphasize personal attributes that will help students get and keep jobs.
3. Expose students to work environments.

Rowland C. W. Brown has been president and chief executive officer of Online Computer Library Center, Incorporated since 1980. He practiced law in Washington, D.C. for a number of years prior to serving in a number of executive posts at Dorr-Oliver, a world-wide research engineering and construction corporation. Mr. Brown has been appointed to the Ohio Arts Council by the governor. In addition he serves on numerous corporate boards. He is the recipient of many civic awards including recognition as "Public Citizen of the Year" by the Ohio Chapter of the National Association for Social Workers.

Bring a variety of experiences to the business world.
Students should seek opportunities within business institutions if they are well prepared.

Vocational training programs are shortchanging the student. The student must develop excellent job attributes.

Teamwork is important in the world of work. Visual images are good, but they should be reinforced by the ability to read and communicate. Language emphasis is extremely

important in the world of work. There needs to be a better and stronger relationship between the world of work and the world of education.

Teachers today should spend more time learning about the work sector into which their students are sent. Conversely, individuals in the world of work should know what is occurring in the schools today.

Roger F. Trostle is the employment and placement manager in the Nationwide Insurance home office, Columbus, Ohio. Mr. Trostle attended public schools in the Gettysburg, Pennsylvania area and graduated from Western Maryland College. He joined Nationwide as a field claims adjuster. He has been a field loss control service representative and an assistant regional personnel manager with the company. Some of his community service activities include membership on an employment services business advisory committee at the Central Ohio Rehabilitation Center and on The Ohio State University College of Home Economics Family Relations and Human Development Advisory Board.

Employees are divided into two groups: 1) clerical and 2) management

PLACEMENT TASK: Thirty-five percent of the 5,500 people of the Columbus force are clerical.

1938 - 300 people hired from 3,000 applicants (clerical).

Selection Procedure:

1. List of jobs is posted currently showing placement criteria.
2. One or two skill tests are given for those completing applications.
3. Full system of employment testing is given if step 2 is passed.

Series of Tests

1. JEPS - (Job Effectiveness Prediction System)
2. COAB - (Computer Oper. Aptitude Battery)
3. CPAB - (Computer Programmer Aptitude Battery)
4. TPP - (Test of Programming Proficiency)
- If cut off score is passable, then application is referred to an employment counselor.
- Manager interview on the floor is conducted.
- Background investigation is conducted.

What Nationwide Looks for in Clerical

1. 25 wpm typing for Medicare Claims
2. 40 wpm CRT Operator
3. 50 wpm Clerk-Typist
4. 60 wpm Secretary/Shorthand 80-100 wpm

Attributes of a Good Nationwide Employee:

1. Leadership ability
2. People oriented
3. Good work ethics
4. Involved people with good basic skills.

What can the schools do?

1. Maintain stringent academic requirements.
2. Institute a business managers program in the schools.
3. Set standards for the teachers and students.
4. Stress good attendance and push the "work ethics."

John S. Coke is the president of Coke, Harpham, Incorporated, Columbus, Ohio. Mr. Coke attended Yale and Harvard Universities' Schools of Environmental Design and Architecture respectively. He has memberships with several professional organizations. These include the National Council of Architects Registration Board, American Institute of Architects and the Architects Society of Ohio.

Mr. Coke described how buildings are constructed and indicated that the inherent skills are requirements for the job of an architect.

1. NEEDS ASSESSMENT
2. Program - how the building codes apply, what the community feels about the building.
3. COST ANALYSIS
4. Conceptual Analysis
5. DESIGNS (Blueprints)
6. Observation by the architect to ensure that specifications are followed
7. Property Manager

"SCHOOLS RESPONDING TO THE EMPLOYER"

Presenter: Herman L. Brown, Halifax County School District
Date: July 31, 1984

Dr. Herman L. Brown is presently associate superintendent for instructional services in the Halifax County School District, Halifax, North Carolina. The native Alabamian and father of four has been a classroom teacher, assistant principal, supervisor, principal and superintendent of schools. He has written many articles and authored many papers, and he has presented workshops on topics ranging from school desegregation to instructional methods for the teaching of mathematics. Dr. Brown's vast experiences include national consultancies and professorships at Wright State University and the University of Miami.

Industry can be turned around and so can the schools. Social status and economic status are basically accepted factors, and the homes are not necessarily responsible for the student's outcome.

Business and industry cannot dictate how the curriculum should be implemented. They can, however, provide information on what is needed (i.e., skills) to perform the job tasks. The combined experience of all the educators in education stands for something. We know what to do, but do we have the courage to do it?

We need to begin to talk about human resource development. We as educators, have the capabilities to develop the minds of our students. We have to begin to look at behaviors and characteristics which constitute success, such as respect, punctuality and grooming. We have to teach students more than the cognitive skills. We can't teach in 1984 like we did in 1950, 1960, and 1970 because times have changed. The audience has changed. The issues of

freedom, equity and literacy exist now as they did before. Those who have skills over and above the average must be taught to analyze and synthesize the information received during the course of instruction.

Basically in our schools, we provide vertical instruction, which consists of memorizing, conceptualizing and mastery training. All of these are skill acquisition. We need to teach students how to analyze. In other words, we must teach students to utilize what they have learned (application). Without application, very little maintenance of information goes on.

We cannot just be in the business of creating jobs for people by destroying self-concepts. Students bring the best that they have to offer when they come to school; they bring themselves and a brain. We owe them a good education. I challenge you to go back to your school and look at what is happening in your school relative to what kind of instruction is taking place. I would bet that 90 percent vertical instruction occurs and 10 percent horizontal instruction occurs.

Analyze, utilize, maintenance education = 10%

The challenge
is to change
the two
around

Memorize
conceptualize
mastery
training = 90%

We have to teach self-respect, confidence and pride in work and self. We need not accept just anything, and we must stop looking for excuses. After twelve years of schooling, seniors cannot complete job applications without extreme difficulty. Does that example represent our best as educators? Students need to know more than how to use a computer. Our system needs to be integrated just like the major expressways; it should always be under construction.

Children today have more and better care than ever before, from the cradle to the grave (prenatal care, they walk sooner, etc.). Everything is going great except what happens in schools. That is a serious indictment against us. We need to know what we want and what we're looking for and evaluate students on that basis. We need to establish a system of cooperation and communication. We need interdependence with businesses.

We have to produce students who can be more than criminals and welfare cases. We have to continue to establish and re-establish our lines of communication. We need to talk to all segments of the community.

How is it that students can have all A's and B's, and they cannot pass a simple test? Yes, there are cultural biases, but not for mathematical computation.

There are so many fears and anxieties relative to what we teach, and those attitudes are passed on to the students. We must know what needs to be taught. We must identify the skills which businesses need and determine what are the perceptions of what is being taught. We can then analyze discrepancies among the three and close the gaps.

"ASSESSMENT METHODS: PRINCIPALS SHARE SUCCESSFUL PRACTICES"

Presenter: Herman L. Brown, Halifax County School District
Date: July 31, 1984

Educational assessments are processes of obtaining information and using it to form judgements which are utilized in decision making relative to student achievement and special adjustments.

There are varied educational assessment techniques, and principals must learn some of the basic principles of educational assessment as applied to classroom achievement problems.

Information gathering techniques include the following: inquiry, observation, analysis and testing. These techniques vary from objective to subjective with testing as the most objective and inquiry as the most subjective. Finally, these techniques vary from inexpensive to very expensive. To justify the time and expense, it is important that principals get something back—student profiles, class profiles, comparison scores, etc.

There are several advantages and disadvantages to a variety of test instruments. Standardized tests, for example, are usually well-developed and reliable, but often do not measure what has been taught. Teacher-made tests usually measure exactly what has been taught, but norms beyond the classroom are not available.

Checklists are helpful in keeping observations on key points; however, they measure only the presence or absence of a trait or behavior. Rating scales allow observational data to be utilized in making qualitative and quantitative judgments. Questionnaires can also be utilized to inquire about feelings, opinions, and interests.

There are also advantages and disadvantages with respect to the various types of test questions. Short answers, for example, can test many facts in a short time. They are also easy to score. They are often, however, ambiguous and are difficult to use in measuring complex learning. Essay questions can test complex learning, but are difficult to score objectively.

According to Bloom's Taxonomy, before teachers are able to formulate the various kinds of questioning methods, they must understand the six categories and their characteristics. These six categories are as follows: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Choosing an appropriate assessment technique is very important. Teachers must know what kind of information they want to collect before determining the assessment method. Teachers must look beyond incorrect answers and **analyze the causes** of the incorrect response.

Principals and teachers should also begin to examine the relationship between assessment techniques and attendance. When principals observe teachers, they should note those who use students to enhance their own self image. Teachers also need to learn how to ask questions and correct incorrect responses. Principals should always be on the side of students.

Last, but not least, effective procedures for reporting student progress to parents in a simplified and comprehensive approach should be established.

"CLASSROOM OBSERVATION/INSTRUCTIONAL SUPERVISION: PRINCIPAL'S VIEWPOINT"

Presenter: Joe L. Greene, Detroit Public Schools
Date: August 1, 1984

Joe L. Greene is a doctoral candidate in administrative supervision at the University of Michigan. He was a mathematics teacher, student activities coordinator, mathematics department head, assistant principal and principal of Southwestern High School in Detroit, prior to assuming his current position as principal of Redford High School. Mr. Greene has made numerous presentations and conducted many workshops throughout the country with respect to his accomplishments as an effective instructional leader and his work in the area

of school improvement. He is a member of several boards and committees relative to the improvement of Detroit Public Schools, and he is a member of the Alliance of Black School Educators and the National Association of Secondary School Principals.

Educational reform requires more than prayer. People are not talking about education as much as they did when "The Nation at Risk" report first came out. Educators may have missed a golden opportunity to institute educational reform. The goal of any instructional program should be to help students achieve academically. Teacher observation should be geared towards fulfilling this goal.

Teacher effectiveness has recently become the target of government legislation, teacher unions, and newspaper editorials. We, as educational leaders, must be able to assess teacher effectiveness and implement a procedure in our school settings that will ensure the opportunity for students to achieve.

It has been said that the more pupils learn as a result of what a teacher does, the more effective that teacher is. The ability to determine whether or not a teacher is effective is a complex undertaking. Most teacher contracts provide a step-by-step procedure for teacher evaluation. Utilizing that system to assist teachers in becoming more effective takes time and organization. To do this, we must have the following:

1. Observation
2. Confrontation
3. Communication
4. Motivation

Principals often say that they have no time to observe. Many principals do not want to deal with bad teachers. They hope to "pass the turkey" to another school, but that is not a good strategy. If the "turkey" is not with you, he or she will be in a classroom somewhere else. If principals have a choice between being loved and seeing that students achieve, they are obligated to see that students achieve.

Weeding out misfits/incompetents is not the primary function of teacher observation. The function of observing teachers is to see the teacher at his or her best and to help the teacher improve. This is done through confrontation, communication, and motivation. Most teachers think that they have a right to autonomy and privacy, but this is not true. The principal should be able to observe teachers at any time and see that the mission of the school is being reflected in the teaching.

Teacher performance evaluation does not mean that teachers and principals must be adversaries. The primary purpose of the evaluation process is to assist the teacher in becoming the most effective teacher possible.

When observing, the principal should focus on whether the teacher states the objective of the lesson, if the teacher teaches to the objective, and how the teacher monitors student learning. Before observing a teacher, the principal should have a pre-observation conference. During the conference, the principal should ask the teacher whether there are particular things that he or she would like the principal to see, what the students will learn, and how the teacher will know what students have learned. After the observation is over, the principal should have a post-observation conference with the teacher.

In order to observe teachers effectively, principals should be aware of what the research and literature say about what teaching behaviors aid and impede learning. Principals can use assistant principals or curriculum specialists to assist them in observing teachers.

One of the teaching behaviors that principals can look for is time on task — using time wisely and moving about the classroom.

During post-conferences, principals need to be non-threatening in their approach. They should not point out the negative things first. If the principal feels that the teacher needs to improve upon a particular aspect of teaching, arrangements should be made for the principal to return to the classroom to observe at a future date when the teacher may feel at his or her best.

If after doing all you can do to help a teacher improve, the teacher is still unsatisfactory, first, find out whether there is a board policy regarding unsatisfactory teachers. Also, check the state statutes regarding unsatisfactory teaching, the U.S. Constitution, and union policy. Get multiple opinions on the teacher's performance before attempting to rate the teacher as unsatisfactory.

Observation Tips

1. If you must rate teachers unsatisfactory, do not decide who or how many in advance.
2. Observe best teachers first.
3. Don't oversupervise.
4. Have documentation. Make sure your statements are objective.

"TIME MANAGEMENT"

Presenter: Joseph F. Rogus, University of Dayton
Date: August 2, 1984

Dr. Joseph F. Rogus, Kuntz Professor of Education, University of Dayton, has had vast experience in the areas of curriculum, supervision and administration. He has been a classroom teacher, supervisor, principal and assistant superintendent in the Dayton Public Schools. Dr. Rogus is the author of more than 45 articles in the areas of administration and supervision and is currently the associate editor of the *Journal of Teacher Education*. Dr. Rogus has been and continues to be in demand as a presenter at state, regional and national conferences. He is a past recipient of the Distinguished Faculty Award from Cleveland State University, and a 1984 recipient of the Alumni Award for Scholarship, the University of Dayton.

Major emphasis has been properly placed on the challenging development tasks of assessing and refining curriculum, making instructional supervision work, employing alternative staff development approaches, involving community in school improvement efforts, and otherwise providing effective leadership. Effective leadership, it has been emphasized, moves people beyond the pettiness of day-to-day living to focus on outcomes of achievement which can elevate the level of concern of those involved in the school's operation.

Focus on these development issues is both important and demanding. The focus is also difficult to achieve given the enormous day-to-day pressure to simply keep the building "afloat." The press of such maintenance tasks as dealing with pupil personnel problems, supervising building maintenance, filing reports, meeting with parents, responding to service requests, and the like, is enormous. The power of the maintenance press is generally underestimated by those who aren't involved daily in school operation.

To be sure, the effective management of maintenance is of prime significance in the Effective Schools Program. Only in the degree that maintenance efforts are carried out effectively can development efforts proceed with potential for success. Among principals, the

most common administrative problem is understandably that of spending too much time keeping the organization in order. Time spent on routine is time spent away from program development. If "routine" time can be reduced, it follows that time for program emphasis can be increased. In fact, for most principals, streamlining maintenance tasks constitutes the single most powerful vehicle for "creating" needed program development opportunities.

The place to begin searching for solutions to the problem of streamlining maintenance is within "one's self," by looking at how personal time is managed. Only when the principal is able to conceptualize and implement a personal streamlining process can he/she look to external areas with promise of finding "new time" to work on program questions.

The problem in the management of time is not so much knowing, but doing. The management of time is perennial. The duties and responsibilities of the principal include everything from hall clearance to bus scheduling. The pressures are always going to be present, but the administrator must structure his/her time to accomplish all that needs to be done, based on the stated objectives and how effectively they will be reached. Two important concerns should be these:

1. What can I do to take care of myself better?
2. How can I better help my sisters and brothers?

One of the first concerns of principals is how to save time; however, a more important issue is how to deal with time loss.

Controlling Sources of Time Loss

Sources of time loss must be effectively checked before time can profitably be saved. Attention is focused on five common avenues of administrative time and energy loss: becoming preoccupied, engaging in defensive behavior, doing the comfortable, ignoring Parkinson's Law, and permitting physical fatigue and mental dullness to set in. Danger occurs only when the time draining behaviors cease to be isolated events and become identifiable parts of a lifestyle. When this occurs the amount of time lost is significant.

Saving Time

The two types of maintenance activities relative to saving time are hygiene and motivation. Hygiene activities are the day-to-day operations which are essential, time consuming, and thankless. Hygiene activities, if completed efficiently, result in no positive reinforcement from others. Only when carried out poorly do they generate feedback. Submitting payroll forms and arranging for substitutes are common examples. No one receives a "gold star" for carrying out either effectively, but much is said if either is mishandled. Hygiene categories generally addressed are long- and short-range planning, telephoning, managing the office, building maintenance, internal memoranda, and managing interruptions.

Motivation activities are interactive in nature, involve staff directly, and stimulate immediate response. They, too, are essential and time consuming. Motivation categories are as follows: decision making, holding formal and informal conferences, and conducting staff meetings. These activities directly affect the ways in which staff members perceive themselves and how they view the principal as a person and professional.

We have to learn to reinforce ourselves for what we accomplish, not punish ourselves for the things on the list we haven't done.

The key verbs to be remembered regarding time management are these:

1. hafta
2. gonna
3. wanna

"EDUCATIONAL PRACTICES THAT WORK"

MIDDLE/JUNIOR HIGH LEVEL

"POSITIVE SCHOOL CLIMATE"

Presenter: Robert Stamps, Columbus Public Schools
Date: August 2, 1984

Mr. Stamps was a participant at the Ohio Academy for School Improvement Strategies in 1983 and has been involved in implementing the effective schools concept at the middle school level. His major area of focus has been in improving school climate. Formerly a principal at Wedgewood, his current assignment is the principalship at Eastmoor High School. It is also important to note that Wedgewood was selected as the only middle school in the city of Columbus to implement effective schools in the School Improvement Program.

First, a needs assessment was conducted at Wedgewood Middle School to determine what the areas of need were. Once the problems were identified, an advisory committee was established and goals were set. One major goal of the program was to eliminate bells. Restroom policies were changed to eliminate tardiness, vandalism, fighting, etc. Designated periods of time were established for students to be excused to go to the restrooms; passes were used for hall transfers when classes were in session, and guidelines relative to the learning atmosphere and the supplies needed were established. Parents were notified about the requirements, time out and in-school suspension rooms were designated and the program was under way.

The program is basically a result of the restructuring of the schedule and the disciplinary rules, roles and procedures. The purpose of this restructuring was to create a more positive, disciplined environment for teaching and learning. This program was one aspect of an overall school improvement effort undertaken by the administration and staff of the Wedgewood Middle School, beginning with the 1982-83 school year and continuing up to the present. A needs assessment taken from the staff early in the year gave direction to the effort, which resulted in far fewer disruptions schoolwide, better communications and consistency among staff and administration, and, we hope, greater cooperation in the future.

Although it is too early to make cause and effect claims, the students for whom the pre- and post-test data on the standardized achievement test (approximately 350 students) were given showed gains of eight to seventeen months on the average over a seven-month period. It is believed that the new procedures and discipline policy were an important factor in the progress realized by the students. Improved teacher organization, time-on-task and a more serious attitude toward academics at Wedgewood were outcomes which cannot be separated from the efforts in the area of improved climate.

"INSTRUCTION"

Presenter: James C. Voyles, Jr., Columbus Public Schools
Date: August 2, 1984

James C. Voyles is the principal of Starling Middle School. He has entered his ninth year of service with the system. He has worked with the School Improvement Program for the last four years and has been a participant and presenter at the Department of Education's Ohio Academy for School Improvement Strategies since its initiation. He holds degrees from Capital and Xavier

Universities, and he is a former classroom teacher and principal of West Broad Elementary.

Starling Middle School has approximately 800 students with a variety of discipline problems (e.g., gang fist fights, parent complaints about specific teachers). A decision had to be made relative to needed changes. Changes in the physical plan were made such as the closing of lockers in certain areas to cut down on student movement. The major concern was what was happening in the classroom after the door was closed. Classroom observation seemed the key to improving instruction.

Teachers received guidance on the establishment of major instructional objectives and the teaching to those objectives. Pre- and post-tests were instituted. Objectives were shared with students so that they were aware of the expectations.

A specific area of focus has been time-on-task to maximize the learning time. A teaching technique that has been used is grouping.

Grading procedures were reviewed to determine relevance, fairness and effectiveness. Classroom observation was the most effective strategy for determining the type of climate and the fairness of student treatment. Other areas covered included: relationships of teacher to teacher, student to teacher, teacher to student; the expectations for students; and organization for instructional time.

The instructional leader cannot know it all, but change can happen with perseverance.

"TESTING"

Presenter: Murphy D. Moultry, Mansfield City Schools
Date: August 2, 1984

Murphy Moultry received his B.S. in education from Capital University, and his M.S. in education administration from Ohio State University. He has taught at the Training Institute of Central Ohio (TICO), and has been an assistant principal and principal. Mr. Moultry has had much effective schools experience. He has written an action plan in cooperation with the Faculty Advisory Committee for John Sherman Middle School, and he has introduced the Effective Schools Program to district administrators and college classes, as well as to a model teacher workshop of Ashland College and Mansfield City Schools. He has also conducted an effective schools workshop for the Gilian's Phi Delta Kappa Chapter-sponsored seminar on current trends in American education.

Testing comes in three forms - informal, criterion referenced and norm referenced. The criterion-referenced (primarily teacher-made tests) and norm-referenced (standardized tests) tests are considered to be formal type tests. The informal tests are those instances when a teacher creates some type of classroom evaluation to determine how many students understand a presented concept.

All tests, formal and informal, should be used to diagnose where a student is in relation to the mastery of knowledge to be learned and to prescribe what course of action a teacher is to take. For example, if a teacher is attempting to teach the concept of subtracting two-digit math problems where regrouping is necessary, it is necessary to test the students' understanding of the process. That test may reveal that some of the students do not fully understand when it is necessary to regroup. Armed with this information, the teacher realized which students have a problem and what problems each of these students is experiencing. Therefore, the teacher is in a position to prescribe means of correcting the problem.

This diagnostic prescriptive means of teaching has proven to be very successful. The idea is to work with the student(s) until he/she reaches a level of mastery of those skills that will aid in the mastery of other subsequent skills.

As instructional leaders, it is important that we have some knowledge of testing language. Two words that are essential to our vocabulary are reliability and validity. The reliability of a test can be described as the extent to which the test yields consistent results. Validity is defined as the degree to which the test measures what it claims to measure.

These two terms come into serious use when we, as instructional leaders, are invited to participate on committees to select standardized test for the district. It is important that we select the test that best reflects the skills we are teaching in school. A good example of this not happening is the adoption by the Mansfield City Schools of the Stanford Reading Diagnostic Testing Program on one hand and that of the Harcourt Brace Jovanovich Reading Series on the other. The skills taught in the HBJ reading program did not coincide with the skills tested by the Stanford Diagnostic Reading Tests. This lack of validity caused our test scores to drop considerably in those areas not taught.

The instructional leader can again make extensive use of these terms as he/she interacts with teachers relative to their teacher-made (criterion-referenced) tests. Educational institutions of higher learning do an excellent job of instructing teachers in the art of imparting subject matter. However, they do little or nothing in training teachers in the scientific techniques of constructing valid and reliable tests. This facet of teacher training, in most cases, is left to the instructional leader.

Earlier in the presentation, Mr. Moultry mentioned mastery learning as the idea of having all students learn each skill necessary to succeed at the next level. He referred to this concept in a discussion on testing only because many educators are under the misconception that any given test should produce a bell-shaped curve. When a teacher truly tests students over the skills taught, the end result should be a J-shaped curve, a curve skewed to the left. The instructional leader who is effectively able, through inservice training, to guide teachers in constructing valid tests and making use of information gathered from such tests will insure quality education for his/her students.

"MEANINGFUL PARENT INVOLVEMENT"

Presenter: James P. Jilek, Ohio Department of Education
(Substituting for Ronald J. Sinclair, Huber Heights City Schools)
Date: August 2, 1984

The following material on "Meaningful Parent Involvement" was developed by and provided for the participants at the academy by Dr. Ronald J. Sinclair, who was unable to attend. In his absence, James P. Jilek, consultant, Ohio Department of Education, presented the material in his place. Dr. Ronald Sinclair is the principal of Weisenborn Junior High School. His work experiences include a principalship in Yellow Springs, Ohio and service as a department chairperson and college instructor. He has been a presenter for the Ohio School Boards Association, the National Association of Secondary School Principals and various local school districts, colleges and universities. He has numerous research papers and articles to his credit on topics ranging from curriculum to decision-making methods and discipline. Dr. Sinclair was a consultant for KEDS-DAC, Kent State University for Title IX Educational Programs in 1978.

Parents for Excellence in Education-School Visitation Program

The School Visitation Program provides parents and guardians with the opportunity to attend an actual day of school with their child. Parents are pre-scheduled to visit the school and no more than eight parents are scheduled for any one day. Parents are encouraged to visit the school on days other than semester or final exam days or days just before vacation.

The purpose of the School Visitation Program is to provide parents and guardians with an opportunity to have meaningful involvement in their child's education. If parents spend a day attending their child's classes, this overtly demonstrates the parents' commitment to quality education.

A letter was sent to each parent when the School Visitation Program started. The following items were discussed with each parent the morning of the visitation:

- Restrooms - Parents can use either student or faculty restrooms. Faculty restrooms are directly to the right or left of the entrance of most student restrooms. Ask a student or teacher if you need directions.
- Smoking - Smoking is only permitted in the B-side teachers' lounge. It is available for your use during lunch and during study hall. The B-side lounge is located in the B-side of the cafeteria, the first door to the right as you enter.
- Lunch - You can purchase lunch in our cafeteria or "brown bag it." Coffee is available in the A-side teachers' lounge for 10 cents a cup. Note: Lunch is the only unstructured time students have to socialize with their friends and blow off a little steam in the gym. Noise is often as high as energy levels. Please feel free to join in one of the volleyball games. (For your information, we feed over 100 people in 1 1/2 hours. I'm not sure McDonald's can do that.)

General items while attending classes:

1. Please be to class on time.
Reason: All students are required to be on time so that classes can start without disruptions.
2. Please do not leave class for other than emergency reasons.
Reason: Leaving class during the middle of the period may disrupt instruction.
3. Please do not conference with teachers between periods.
Reason: Teachers need that time for restroom and hallway supervision or to prepare for the next class. Also if you talk with a teacher you may be tardy to the next class.
4. If you see a student violating school rules ask a teacher or principal to assist.

Parents for Excellence in Education-Home Learning Program

The Home Learning Program is designed to provide parents and guardians with training on how they can help their children to be more successful learners. Phase I of the program was an inservice on how parents can improve their child's study skills and study habits at home.

The purpose of the Home Learning Program is to have parents and guardians actively involved in their child's learning. Parents need to realize they are their child's most important teacher. The Home Learning Program is an attempt to increase parent involvement.

A typical agenda for the parent workshop on improving study skills is as follows:

PARENT WORKSHOP ON IMPROVING STUDY SKILLS

March 21, 1984
7:00 P.M. to 8:00 P.M.
Weisenborn Media Center

Agenda

- I. Welcome
- II. Goals of Workshop
- III. Parent Questionnaire
- IV. Study Skills and Study Habits
- V. Video tape showing examples of study materials and habits
- VI. Examples of students' after school time schedules
- VII. Handouts
 - A. Homework Assignment Booklet
 - B. After School Time Schedule
 - C. Family Menu
- VIII. Setting action plan for improving study skills and habits
- IX. Parent Evaluation

Parents are provided copies of the Home Learning Survey so that they might assess the home environment relative to the student's academic achievement.

"EDUCATIONAL PRACTICES THAT WORK"

HIGH SCHOOL LEVEL

"ADMINISTRATIVE TECHNIQUES THAT WORK"

Presenter: Roger Dumaree, Columbus Public Schools
Date: August 2, 1984

Mr. Dumaree has had experience as a teacher, counselor and coach in the secondary school. Administrative experiences include service as assistant principal at Columbus East High School under Mr. Jack Gibbs. Most recently, he served as junior high school principal and then spent nine years as a senior high principal in two large urban high schools (Columbus South and Columbus Eastmoor). He participated in last year's OASIS II and has continued to promote segments of this conference in the high school educational program. Eastmoor was recognized as an "Outstanding High School in Ohio" in the U.S. Department of Education's "Search for Excellence." The student body and faculty have realized consistent achievements in academics, athletics and humanities.

To simplify any suggestions that will be effective in administering any high school is somewhat naive and not adaptable to every situation. However, through years of experience and survival, we all develop approaches and techniques that have been "borrowed," shared or initiated to meet our respective educational philosophy and the school and community which we serve. The following items are brief examples of complex procedures that have been used to administer Eastmoor High School and that have achieved various degrees of success in promoting our overall educational program and the motivation of our young people. The following are selected examples of strategies which are effective.

Administrative Team Activities

1. Delegated duties publicized to our faculty
2. Weekly meetings each Monday A.M. including principal, assistant principals, activity coordinator, athletic director and instructional coordinator
3. Professional appearance as an example to the staff and students
4. "Open Door" policy defined to mean that we are available and there to support
5. Classroom visitations - two per week
6. Discipline consistency
7. Attendance at all student activities

Faculty Development

1. Active department chairpersons meet monthly
2. Inclusive staff handbook developed by department chairpersons and administration
3. Department meetings led by department chairpersons and attended by an administrator and counselor
4. An annual end-of-year evaluation with the principal, instructional coordinator and chairpersons - released time at a "neutral" site
5. Monthly faculty meetings with a topic of concern for presentation or discussion
6. Daily bulletin with information for the "Week to Come" as well as items of immediate concern
7. Follow-up on directives and documentation on those staff members who violated the directives and professional judgement
8. Required presentation of lesson plans to instructional coordinator

Student Personnel

1. Class meetings to discuss school expectations, such as, grade levels and counseling
2. Student Leadership Forum where presidents of all extracurricular organizations meet with the principal for lunch on a bi-monthly basis
3. New student-parent orientation prior to beginning of school featuring student leaders, faculty members, administration and student performing groups
4. Identification and recognition of students
5. Saturday school for attendance and minor discipline offenses
6. Grade card "pick-up" by parents with faculty members present for conference arrangements
7. Peer counseling program

Parental Involvement

1. Parent support groups with a concentrated effort to eliminate parental duplication
 - a. Academic Boosters
 - b. Athletic Boosters
 - c. Band Boosters
 - d. Cheerleader parents
 - e. Drill team parents
 - f. PTA
2. Thank you notes to parents for services rendered
3. Home contacts by telephone, personal visit or by pre-prepared mail communication designed for easy communication from staff member, e.g., congratulatory notes or concerns
4. Understanding that parents will vent frustrations to (and at) us and will come in to get the "full story" when having heard "half truths"
5. Professional approach to parents upon entering the building or telephoning
6. Register new students only with a parent present

Public Relations

1. An attractive, informative and inclusive newsletter sent to parents, churches and synagogues, community agencies, business leaders and community volunteers
2. Hospital and funeral home visitations
3. A note of positive recognition in each daily bulletin regarding student's and staff's accomplishments
4. Show off the students
5. Student community service projects
6. Weekly publicity to the local newspaper
7. Present awards to helpful and cooperative community and business persons

Management Techniques

1. Meet the non-certificated groups and treat them as an intergral part of total staff
2. Have responsibilities organized and understood by remainder of staff
3. Involve all supportive personnel in staff activities
4. Provide the same recognition for all support staff as for the professional staff
5. Insist upon a clean and safe school environment both within the building and on the grounds

"STAFF AND STUDENT INVOLVEMENT"

Presenter: Mr. Crystal "Chris" Ellis, Toledo, Public Schools
Date: August 2, 1984

Mr. Crystal "Chris" Ellis is married, and the father of one daughter who is pursuing a career in education at Bowling Green State University. He attended public school in Springfield, Ohio and received his B.S. and master's degrees from Bowling Green State University. Mr. Ellis began his career with the Toledo Public School System as a teacher and coach at Libbey High School. He has served as assistant principal of DeVilbiss High School, principal of Hamilton Elementary School and principal of Leverette Junior High School. Currently, Mr. Ellis is principal of Rogers High School and serves on several educational committees. He is also involved in many community agencies and organizations.

Often when we think of students and staff becoming involved in the school, we think of them as becoming "voluntarily" involved in the school. At Rogers High School last year, it was not voluntary; rather, it came in the form of requests and requirements. Mr. Ellis stated that OASIS II of last summer stimulated his thinking and got his school started in this way. Upon return to his school, he couldn't help but think "there are some things you should do, want to do, so let's get about the business of doing them." In order to do anything in a school, one must certainly involve the staff and students.

The first thing he believed necessary was to make a list of people on his teaching faculty who were positive people. He wanted to do some programming with success and emphasize the positive things they have.

A school improvement team was organized consisting of fourteen teachers and seven administrators. The team, with the seven factors of the effective schools concept in mind, set about to assess Rogers High School. "We found, through the assessment, three areas where we rated low and believed something should be done about it: (1) a mission statement, (2) frequent monitoring of student progress, and (3) parent and community involvement."

Knowing the problem, the team began to formulate some action plans to make some things happen in the school. For example, congratulatory notes were sent to students who

made the honor roll, in-house discipline strategies workshops were conducted with faculty involvement during a whole week, and expanded cooperation with our feeder schools was pursued to promote support and pride for the high school to which the students would be coming. The school newspaper was sent to all parents to inform them of the happenings at school. Mr. Ellis stated the school also began to give Varsity "R's" to their top students, the same as their athletes, to recognize the many hours of after-school study required to achieve a high academic standing. Attendance awards were given in the homeroom class to students for outstanding attendance. This created peer pressure since the students wanted the pizza party, etc.

Finally, the school instituted the freshman after-school tutorial program. Students were advised that if their grades were not passing at the end of the first quarter, they would be put into a mandatory after-school tutoring program. The philosophy is that if students don't start out the right way, how shall they end up the right way? The tutors were volunteers from the National Honor Society. It was also believed that the utilization of these honor society students would perhaps encourage some of them to pursue teaching careers. The duration of the tutorial classes was eight weeks. In other words, an F received in the first quarter means that a student participates in tutoring throughout the second quarter. Attendance was taken by the director of each session who followed up the next day on students who did not attend. If the absences persist, a notice of intent to suspend is given to the student in keeping with the Toledo Public Schools' disciplinary code which states that a principal may suspend for good and just cause, and "to me, that includes academics," Mr. Ellis asserted. The student has to obtain the parent's signature and return the notice to the school. This keeps the parents informed and lets them know the school is trying to help the student and the student is not accepting the help. "Needless to say, we didn't suspend a student, because the notices were returned. We did some groundwork with the parents before the inception of the program, thereby obtaining their support." Buses took students home after the sessions; this satisfied the only concern the parents had.

Mr. Ellis stated the school plans to continue these programs this year, "because we are obtaining some positive results."

"INVOLVING BUSINESS AND INDUSTRY"

Presenter: J. Thomas Webb, Dayton Public Schools
Date: August 2, 1984

J. Thomas Webb is currently the principal of Dunbar High School in the Dayton Public School System. He has been a classroom teacher, assistant principal, a visiting professor at the University of Miami and University of the Bahamas, and an instructor at the University of Dayton for 18 years. Consultancies include the Kettering Foundation, the New York Supreme Court, and The Ohio State and University of Miami Desegregation Centers. In addition to all of the above, he has been a chemist for the Chrysler Corporation.

During the 1981-82 school year, Dayton Public Schools began the process of seeking more active community involvement in the improvement of education. This task was based upon the philosophy of the present administration and a recent Gallup Poll which indicated a desire of parents to become more fully involved in the education of their children. The underlying facts and beliefs that prompted the design of the school/community partnership effort include the following:

1. Evidence shows that most parents in the United States want to work closely with their schools.
2. Evidence shows that most parents want to assist their children at home in the learning process.

3. An opportunity for collaborative input should be provided by the school for the community it serves.
4. People with interest in schools should have a voice in making school decisions.
5. Administrators should have a well-grounded understanding of their communities.

In December, 1981, all principals were directed by the administration to set up school/community partnership sessions, inviting representatives from several community groups into the schools to identify specific concerns about the Dayton Public Schools. The organizations providing input included parent/teacher groups, various service clubs, priority boards, area merchants, university personnel, staff members and students. Nearly 2,600 persons responded to the survey. A summary of results of the sessions citywide is contained in the **School/Community Partnership Report**, Winter, 1982.

In January, 1983, the same methodology was employed in contacting principals and community groups. Many of the same community groups that had participated previously were eager to participate again in the school/community partnership program. However, figures indicate that the numbers of participants and their responses were lower than in 1982 probably because of the closing of 16 schools during the summer of 1982.

The forms used in reporting the school/community partnership sessions were similar both years and contained the following information:

1. Identification of organizations and groups participating (including names, addresses and telephone numbers of contact persons for each group or organization).
2. Identification of individuals attending the partnership meetings (including names, addresses and telephone numbers).
3. Recording of all concerns stated during the partnership meetings.

All concerns were then forwarded to the deputy superintendent's office. A committee, which was composed of teachers and administrators, worked as a team to examine, categorize and tally the responses gathered at these meetings.

By summarizing community concerns, the school/community partnership program helped to establish a workable long-range process of community involvement which is designed to improve education in the Dayton Public Schools.

"COMMUNITY INVOLVEMENT"

Presenter: Jimmy D. Dew, Toledo Public Schools
Date: August 2, 1984

Mr. Jimmy Dew received his B.S. degree from Alabama State University. He also attended Alabama A & M University, Lane College and Tennessee A & I State University on a National Science Foundation Grant and received his M.Ed. from the University of Toledo. Mr. Dew is a doctoral candidate in educational administration and supervision at Bowling Green State University. Presently, Mr. Dew serves as principal at Scott High School, Toledo, Ohio. He has also taught mathematics and science in junior high school, served as coordinator of students, assistant principal of activities, and administrative assistant at Libbey High School, Toledo, Ohio. Mr. Dew is a member of numerous professional organizations and was selected by the Model Neighborhood Residence Association as the "Outstanding Educator of the Year" in 1983.

Mr. Dew expressed his appreciation to Ms. Hazel Flowers, director of the Division of

Equal Educational Opportunities and Dr. Robert Evans, assistant superintendent of public instruction for inviting him to be a presenter at OASIS III.

"This afternoon, as we are considering Educational Practices That Work: Community Involvement, I feel the need to present both the skill as well as the theory or research in an effort to share our experiences regarding community involvement." "Despite the real or imagined shortcomings of public relations efforts, we maintain that they are now needed more than ever before" (Saxe, 1975).

"It is our contention that one major factor affecting the success of students and staff at Scott High School is a sense of community in the operation of this institution." Mr. Dew quoted Robbins and Hutton who stated that "An educational partnership among the home, school and community is a necessity - politically, financially, and educationally, especially in light of the new federalism. In order to begin to turn around the crises within public education, means must be found to develop greater linkages between the home, school and community" (Robbins and Hutton, 1982). Mr. Dew stated that community involvement efforts at Scott High School are designed to form linkages between the home, school and community.

Research shows that parent involvement is a key ingredient for moving toward school effectiveness, as reported by Lawrence Lezotte, professor and director, Center for School Improvement, Michigan State University, during his keynote address at the National Conference on Citizen Participation for School Improvement (Lezotte, 1982).

While some effective schools studies do not take into account parent involvement, Lezotte argues that, "Any and all school improvement programs should allow for, and aggressively pursue high levels of parent involvement." "However," he warns, "lack of parental involvement should not be used as an excuse by school faculty to avoid seeking program involvement" (Lezotte, 1982).

Recognizing that school improvement is a process and not an event, the team concentrated its efforts on the following school, home and community projects. Time would not allow Mr. Dew to explain in detail each of the components, but they are listed here for informational purposes:

1. Home Visitation Project
2. Academic Advisory Council
3. P.T.A.
4. Alumni Association
5. Athletic Support Organizations
6. Music Boosters
7. Communicating with the Scott Community

Summary and Conclusion

Components of a community group - variables of which one should be knowledgeable when working with groups are the following:

- a. The leaders
- b. The contributors
- c. The participants
- d. The detractors
- e. The observers

Mr. Dew concluded with the following quote from Lawrence A. Cremin:

"For most of human history men and women have believed that only an elite is worthy and capable of education and that the great mass of people should

be trained as hewers of wood and drawers of water, if they are to be trained at all. It was only at the end of the eighteenth century and the beginning of the nineteenth that popular leaders began to dream of universal school systems that would give everyone a chance to partake of the arts and sciences. Not surprisingly, they had their most immediate successes with the children who were easiest to teach - those who through early nurture in the family and other institutions had been prepared for whatever it was that school had to offer.

Now in the twentieth century, we have turned to the more difficult task, the education of those at the margins — those who suffer from physical, mental, or emotional handicaps, those who have long been held at a distance by political or social means, and those who for a variety of reasons are less ready for what the schools have to offer and hence are more difficult to teach."

OASIS III, 1984 IN PICTURES

The pictures that follow are not inclusive, but representative of the academy presenters at the elementary and secondary levels.

OASIS III, 1984 IN PICTURES

The presentations for each day of the academy focused on the various factors of instructional leadership.

The theme for Monday, the opening session of the academy was Defining the Elements of Instructional Leadership.



Robert W. Evans, Ohio Department of Education, elaborates on utilizing the PLT as collegial decision making strategy.



Principal Barbara Booker, Cleveland, shares strategies relative to how her building's staff led team operates.



Richard Wallace, Lutheran High School East, challenged participants to take full advantage of the national reports on education.



Associate Superintendent, Lonnie Wagstaff, Fort Worth, discussed ideas on the scope of leadership.



Luvern Cunningham, The Ohio State University, identified the skills of effective leadership.



Lock Beachum, Youngstown, explains how the school's advisory council functions.

On Tuesday, themes were Curriculum: Assessment and School/Community Involvement and Assessing Curriculum Effectiveness for the elementary and secondary levels respectively.



Susan Everson, McREL, presented and defined the critical components of effective curriculum.



William Thomas, Cincinnati, explained that acquisition of basic skills is the most important school activity at South Avondale Elementary.



Principal, Barbara Hammel, Greenhills-Forest Park, believes that assessing student progress is a key factor in implementing a CBE program.



Charles Galloway, The Ohio State University, stressed the importance of and need for systematic record keeping relative to student learning.



Patricia Fletcher, Steubenville, stressed the need for a partnership between school and community in education.



Keith Rinehart, Columbus, believes that the principal must be responsible for presenting the school's programs to the public.

The theme for Wednesday was Instructional Supervision.



Strategies and critical skills for implementing a communication skills program were provided by Barbara Saunders, Central State University.



Malcolm Garrett, principal, East Cleveland, provided strategies designed to improve classroom observation and instructional supervision procedures.



Joe Greene, principal, Detroit, Michigan, stressed that student achievement is a goal of instruction, therefore, teacher supervision/observation should be geared to fulfill that goal.

On Thursday, Staff Development and Program Effectiveness was the theme of the elementary level, while Effective Staff Development and Instructional Development, Implementation and Evaluation was the focus for the secondary level.



Dorothy Jackson, principal, East Cleveland, informed participants that good time/stress management is related to the instructional leaders own self-management.



Joseph Rogue, Kuntz Professor, University of Dayton, emphasized that effective management of time is extremely significant in E.S.P.



Roger Dumaree, Columbus, one of four panel members at the high school level, shared a series of strategies concerning effective administration.



During his presentations on "Evaluating Program Effectiveness," James Jilek, coordinator of school improvement, described a program analysis model to measure program success.

How's Business

Friday's theme was How's Business? The day was devoted to small group meetings, facilitator reports and general conference wrap-up.

The final activity for elementary and secondary participants was a review of their initial activity which concerned defining the role of the principal as an instructional leader and describing the characteristics of leadership. Participants also had the responsibility of completing an administrative action plan designed to identify objectives, activities, coordinating responsibilities, a timeline and a means of evaluation relative to implementing change in their respective buildings and becoming more effective leaders. A summary of each small group's findings were shared with all participants by the respective group facilitators.

Generally, the small groups reported no major changes in their definitions and descriptions of instructional leaders as reported in the sharing of Group Session I information on the first day of the academy. However, the facilitators did report that group members believed they had greater knowledge as to implementation strategies for being more effective leaders.

SMALL GROUP ACTIVITY REPORTS

INTRODUCTION

All participants were assigned to small groups for the entire week. Each group had a facilitator/practitioner who had the responsibilities of directing the group in the completion of designated activities, encouraging group member input through dialogue and generally keeping the group on task relative to the goals and objectives of the academy.

The small group activities served several purposes in the overall design of the academy. Each participant, as a member of a peer group, had an opportunity to become better acquainted with individuals from other school districts across the state. Participants from the same district were assigned to different groups in order to ensure a cross section of ideas and work-related experiences. The groups were provided structured activities which were designed to stimulate the development of strategies by which principals might address their respective needs and concerns regarding instructional leadership. The activities were directly related to the program topics and presentations. Each completed activity served as a necessary component which enabled participants to develop their school-based action plans. The informational exchange among participants enhanced statewide networking and provided an arena for the resolution of problems which hinder student academic achievement. Last, but not least, the small group activities provided an experiential model of the collegial decision-making process which is essential to school-based action plan development.

The following are summaries of the small group activities.

Elementary Level
Monday, July 16, 1984

Group Session I

Defining the Role of the Principal as an Instructional Leader

The goal of the session was to (a) define and (b) describe the role of the principal as an instructional leader. Participants in each group listed key areas that the principal would address as an instructional leader including the following:

A. Key Indicators of Instructional Leadership - The Principal

- Facilitates/coordinates curriculum development
- Possesses skills in assessing teacher performance
- Is a public relations expert
- Has school budgeting skills
- Provides staff development/staff inservice
- Has time management skills
- Promotes parent and community involvement
- Stresses time on-task
- Focuses on student academic achievement
- Insures good teacher/student relations
- Coordinates support services (maintenance, transportation, etc.)
- Maintains good discipline/good attendance
- Implements, analyzes, and interprets board policy
- Implements state standards
- Individualizes student progress
- Spends time in building (is visible)
- Involves staff in ownership of the school's mission
- Delegates authority and tasks
- Has high expectations for staff and students

- Sets goals, targets, and expectations
- Monitors pupil achievements
- Plans the allocation of resources and materials
- Is aware of current and/or valid research
- Develops reward and reinforcement systems for staff and students
- Is familiar with course of study and scope and sequence
- Is familiar with all instructional materials
- Has effective interpersonal skills and strategies
- Is knowledgeable about gathering data and giving feedback
- Provides constructive teacher evaluation
- Assumes leadership of specific programs
- Is a student advocate
- Has good oral and written communication skills
- Develops positive building climate

B. Additional Descriptors

- Innovator
- Creative
- Committed
- Knowledgeable
- Energetic/Enthusiastic
- Motivator
- Coordinator
- Facilitator
- Risk-Taker
- Listener
- Persuader
- Optimist
- Realistic-Idealistic
- Courageous
- Task-Oriented
- Receptive-Teachable
- Patient
- Involved
- Decision Maker
- Self-controlled
- Honest
- Bold and Firm
- Tolerant
- Example Setter
- Manager
- Aware of Needs and Abilities of Others
- Change Agent

The following are summaries of each group's description of an effective instructional leader.

Group A

The principal is a person who serves as an instructional leader and focuses on the learning climate, teaching methods and employee productivity.

The instructional leader is one who is involved in the improvement, inspiration and development of the total school program.

The principal's role is to provide the kind of leadership that commits the school

to provide quality education for all.

The principal must be willing to be accountable for both success and/or failure as well as be aware of teacher problems.

Group B

The principal as an instructional leader is knowledgeable, flexible, open, available, and caring. As an instructional leader the principal will use all available resources to formulate and meet building goals and objectives in the quest for instructional excellence.

An instructional leader is an educator who is knowledgeable of sound educational theory and current/future educational trends.

Group C

He/she must be committed to improvement of instruction to the point that teachers are motivated to continue to grow professionally to meet present/future needs of the students.

The person must possess skills necessary to maintain true direction of the instructional program through organization, evaluation, and communication to various publics.

Group D

The instructional leader establishes, maintains, and promotes an environment conducive to learning.

Group E

Definition.

As the instructional leader, the principal must be concerned and show leadership in all plans, goals, objectives, evaluations and in the sum total of the entire school's activities as they affect the individual and the composite of the student body—a total systems manager.

Group F

The principal should have the ability to:

Assess the needs of the school

Set high expectations and a vision for the future

Be a facilitator and use all available resources (time, staff, materials, community)

Communicate

Evaluate and modify goals as needed

Be knowledgeable of curriculum trends

Provide adequate inservice and professional growth activities for staff and self

Group G

The principal involves staff, students and the community in setting and achieving specific goals and objectives in order to improve instructional strategies and learning for all students.

Group H

Definition of "Principal as an Instructional Leader"

The principal drives the "school bus". On the "bus" we find the students, staff, and community riding together to reach a common destination - quality education.

In order to reach the destination the driver must be sensitive to the needs of all his riders. He must have a clear idea of where the "bus" is going.

The driver must have the skills to organize the trip. He must be able to choose an appropriate destination. The passengers must become more knowledgeable because of the trip and the driver must be able to evaluate the trip and provide alternative routes if the ride is too bumpy.

Group J

The instructional leader provides the organization, resources, and atmosphere for an instructional program that will educate all children to their greatest potential.

Group K

The principal is a teacher, facilitator, communicator, evaluator, planner, role model.

The leader must be able to teach, to communicate, to evaluate, to develop, to manage, to budget, to utilize available resources and to relate them to the needs and people of the school community.

Tuesday, July 17, 1984

Group Session II

Curriculum Coordination in the Building

Groups were asked to respond to these questions: What other areas, other than the ones in the research study, need to be considered in coordinating the curriculum? What strategies and techniques could be used to put these concepts into action in coordinating the curriculum?

Of the six (6) principal groups responding to the first question, "what other areas should be considered in coordinating the curriculum," they suggested these following areas.

Other Considerations

1. Teacher preparedness and competency. (Suggested by five out of six, or 83% of respondents.)
2. Accurate and fair assessment of student abilities, learning styles and cultural background. (Suggested by four out of six, or 67% of respondents.)
3. Utilization of non-teacher resource personnel (counselors, psychologists) and outside resources. (Suggested by four out of six, or 67% of respondents.)
4. Interests and needs of school staff and constituent neighborhood communities. (Suggested by three out of six, or 50% of respondents.)
5. Role of standardized testing. (Suggested by three out of six, or 50% of respondents.)

6. Intervention when student fails to master curriculum. (Suggested by two out of six, or 33% of respondents.)
7. Intragrade and intergrade level communication and coordination. (Suggested by two out of six, or 33% of respondents.)

Another noteworthy suggestion was that the principal and staff correlate their curriculum plan with the established districtwide curriculum guide.

All ten (10) participating groups responded to the second question, "what strategies and techniques could be used to implement curriculum coordination". There also was a far greater consensus in the responses which follow.

Strategies and Techniques

1. Implementation of in-classroom monitoring process. All ten groups mentioned this action. Suggested methods of monitoring included review of teacher lesson plans, frequent classroom visitations and talks with students.
2. Establishment of a broadly empowered teacher-administrator "curriculum committee." Again, all ten groups strongly suggested this tactical move. The powers of such a committee would include, according to the groups' suggestions, setting goals and priorities among and between grade levels and in the classroom, selection and revision of learning materials and evaluation of progress.
3. Ongoing assessment of student progress. Seven of the groups mentioned this action and suggested charting by objectives, parent inservice assistance and pre/post-testing as methods.
4. Democratic establishment of curriculum pacing and timelines. Five groups mentioned this action and noted that such guidelines should be negotiated between the teacher and principal.

Other suggested strategies and techniques were teacher incentives, such as "supplemental pay" and "release time," principals giving themselves tests on their knowledge of the curriculum, and periodic review of homework to see if it pertains to the curriculum taught.

Tuesday, July 17, 1984

Group Session III

Understanding Curriculum Methodology and Assessing Student Progress in the Classroom

In Group Session III, the participants were first asked to conceive strategies to be used by principals in the implementation of competency-based curricula, with the condition that these strategies involve staff in their evolution and execution. The "principal groups" were next requested to come forth with at least two methods that could be used to assess student progress in the classroom.

In brainstorming how to implement a competency-based curricula, the nine responding groups most frequently arrived upon the following strategies and corollary actions.

Understanding Curriculum Methodology

1. Orientation of staff to work through threats and to establish common preceptions of "competence" as well as to establish "who is to be tested," "what is to be tested" and "how the tests will be conducted." (Eight of the nine, or 89% of the

- responding groups mentioned this strategic initiative as a must.)
2. Organized marketing or "selling" effort to entire school community, i.e., parents, students, teachers in which "lead teachers" and principal would communicate to other groups. (Seven out of nine, or 78% of the groups suggested this strategy.)
 3. Formation of guidelines or "standards-setting" committee which will form and frame the competency testing process, with parents prominently involved. (Seven out of nine, or 78% of the groups recommended this strategy.)
 4. Usage of community resources and supplementary resources, such as additional specialized staff to support competency-based curricula program. (Five out of nine, or 56% of the groups suggested this course of action.)
 5. Inservicing of teachers. (Five out of nine, or 56% of the groups gave this response.)
 6. Pre/post-testing of students. (Three out of nine, or 33% of the groups mentioned this strategy.)
 7. Development and dissemination of the "parents' handbook" which can be used by parents to tutor children in subject on which they will be tested. (Two out of nine, or 22% of the groups mentioned this interesting supplemental tool.)

Finally, one group recommended that the principal solicit additional funding from the school board to support the materials and staff needed to implement competency-based curricula successfully.

Assessing Student Progress in the Classroom

All ten groups recommended several methods that could be employed to assess student progress in the classroom. There was a great deal of uniformity in their responses. All ten groups suggested the methods which follow:

1. Classroom observation by the principal.
2. Monitoring by charts.
3. Interviews with students, parents and teachers.
4. Review of grade cards, progress reports and interim reports.
5. Checking math and reading tests at "end-of-level."

Six of the ten groups recommended some form of pre/post-testing or standardized testing. Four of the ten groups suggested soliciting parent feedback. Finally, two groups recommended the principal randomly or periodically take samples of student work and two groups suggested that the principal take over the classroom periodically.

Wednesday, July 18, 1984

Session IV

Classroom Observation/Instructional Supervision and Coordinating Communication Skills Programs

In Group Session IV, the participants were initially called upon to brainstorm ways in which they could develop and improve their skills in observing teacher performance. More specifically, the groups were asked how they would pursue the task of setting standards, communications with staff; the establishment of criteria and at the utilization of feedback. The elementary school principals were then asked to conceive strategies to coordinate the development of communication skills programs in the schools. They were asked to focus their responses on the objectives of conducting a needs assessment, identifying elements of an effective communication skills program, involving staff in curriculum development and materials selection and assisting staff to individualize instruction.

The writer will depart from the survey format heretofore used in recounting participant responses. What follows instead is a compilation of the most lucid, insightful responses to the "Classroom Observation/Instructional Supervision" questions.

Classroom Observation/Instructional Supervision

Standards	Communication to Staff
(1) High achievement/professional manner reflecting mission (2) Teacher involvement in setting standards/needs assessment (3) Attainable, realistic, reasonable (4) Reflective of societal and future career needs (5) Consistent with state and district guidelines (6) Measurable or observable (7) Periodically reviewed and revised	(1) Staff inservice based on identified needs (2) Positive team approach (3) Support personnel or peers (4) Individual conferences (5) Staff handbook (6) Regularly scheduled general staff meetings to set expectations (7) Share data with staff (seek consensus of PLT)
Criteria	Feedback
(1) Timeline for observation (2) Contractual language (3) Negotiated agreement (4) Pre-observation conferences (individual or group) (5) Peer observation (6) Non-threatening (7) Opportunities for remediation and enrichment	(1) Post-conferences (2) Self-performance appraisal (3) Assist teacher in personal action plan (4) Coaching (5) Parent survey (6) Student feedback (7) Provide resources (people and material) needed

Additional Observational and Instructional Strategies

Sustained Silent Reading
 Sustained Silent Writing
 Review samples of students' work
 Students sharing through assemblies, newsletters, students' bulletins, etc.
 Student announcements
 Videotaping
 Young authors conference
 Bulletin board themes - school-wide themes
 Writing letters to important people, companies, etc.
 Plays
 Career education - letters, invitations, thank you notes
 Broom activities
 Pen Pals

The above compilation completes the assembly of data presented to this writer regarding the July 17-18, 1984 group sessions held by OASIS for Ohio elementary school principals.

Group Session I

Defining and Describing the Role of the Principal
as an Instructional Leader

Participants were given two tasks: (1) to determine the key areas that a principal would have to address as an instructional leader, and (2) to determine the role of the principal as an instructional leader. The following are responses that principals offered.

Key Areas That Principals Must Address As Instructional Leaders

- Creating good human relations with students and staff
- Creating good public relations with the community at large, including business, industry, government, parents and other community agencies and groups (Lobbying)
- Maintaining a genuine interest in, and concern for people
- Practicing shared decision making
- Being a good role model
- Being a change agent
- Being intuitive
- Being analytical
- Being a competent organizer, manager, and planner
- Being knowledgeable in many areas
- Being supportive
- Having good communication skills
- Having high expectations for all students and staff
- Facilitating instructional team meetings
- Frequently monitoring student progress
- Competently selecting, supervising and evaluating staff
- Being a person of vision
- Being flexible
- Creating and maintaining a positive school climate
- Facilitating curriculum development
- Improving instruction.
- Improving attendance of staff and students
- Being a resource person
- Improving discipline
- Improving school climate
- Improving building maintenance
- Improving building and grounds security
- Facilitating the implementation of the school's mission, goals and objectives
- Utilizing test data to improve instruction
- Creating new educational programs
- Creating an effective inservice program
- Being an avid learner
- Being a fiscal specialist
- Being a delegator of authority and tasks
- Having a positive personality
- Balancing staff composition
- Implementing a comprehensive testing program
- Insuring thorough needs assessment program
- Implementing extra curricular activities

Defining the Role of the Principal as an Instructional Leader

Provide opportunity to maximize learning for all students in the following:

- Instructional growth
- Personal growth and development
- Civic involvement
- Vocational awareness

Provide maximum learning opportunities for all students by:

Cooperating with staff, support personnel, etc., to make sure that needs of students are met.

Developing an awareness of the various factors that impact upon your school and developing the skills and providing the resources necessary to improve the overall effectiveness of your program.

- a. Influence individuals within the school to reach and facilitate their maximum learning potential.
- b. Encourage "thinking" and basic and survival skills.
- c. Function as the mood setter for the building.

The principal, as an educational leader, directs, administers, and manages resources in the school and community so as to insure the development and maintenance of a positive educational climate where established goals are attained.

Sets the educational tone, e.g., determines the quality of standards for the school program and provides for implementation of the same through a predetermined, formal comprehensive structure.

The principal as the instructional leader must provide the proper attitudinal and physical environment, and a communications system for the staff, students and community for effective needs assessment to develop plans for school improvement.

Then, he/she must provide the latitude and support for the implementation of the plans.

Tuesday, July 31, 1984

Group Session II

The Responsibility of Instructional Leadership in Curriculum Coordination

Participants were given two tasks: 1) list additional areas to be considered by the principal in coordinating the curriculum, and 2) list strategies and techniques, by grade level, that can be used to incorporate these additional areas. The following are responses that principals offered.

Additional Areas to be Considered by the Principal in Coordinating the Curriculum

- Inservice for staff
- Pre/post-testing (student)
- Flow chart — timeline
- Team planning
- Curriculum teams
- Analyze test data (monitoring student progress)
- Lesson plans
- Interdiscipline teaching (monitoring)
- Team teaching
- P.R.

Monitor homework
Committee selection (curriculum)
Seeking financial assistance
Scheduling
Evaluation of instructors
State standards
Department chairpersons (leadership)
Community expectations
Textbook analysis
Course of study analysis
District philosophy, goals/objectives
7th and 9th grade requirements
Diagnostic - remediation
Basic skills (intergration of)
Vertical articulation

Strategies and Techniques, by Grade Level, that can be Use to Incorporate Additional Areas of Concern.

FIRST STEP

Grade 7 - Social Studies

1. Review present philosophy and the course of study and inform the community about the instructional goals (define, clarify, interpret)
2. Decide upon methodologies, techniques, activities, and testing program.
3. Identify necessary materials to meet objectives.
4. Develop a monitoring program for students and involve teachers in a meaningful inservice program.
5. Create a committee to evaluate the curriculum on a continuing basis.

Grade 8 - Math

1. Test analysis
2. Department meeting
3. Review of graded course of study
4. Total staff meeting stating intent (information) and communicate
5. Text analysis
6. Determine seventh and ninth grade expectations
7. Objective and subjective data collection (reason)

SECOND STEP

Communicate and Inform

1. Full staff meeting
2. Department meeting (math)
3. Central office level meeting
4. Grade level meeting
5. High school contact
6. Agree on goals and objectives
7. Communicate and inform

THIRD STEP

Feedback

1. Clarification
2. Identification of strengths and weaknesses
3. Resource gathering

FOURTH STEP

Develop Plan of Action

1. Identify goals and objectives
2. Strategies
3. Resources
4. Timeline
5. Persons responsible
6. Anticipated problems

FIFTH STEP

Implement

1. Monitoring
2. Collection of data

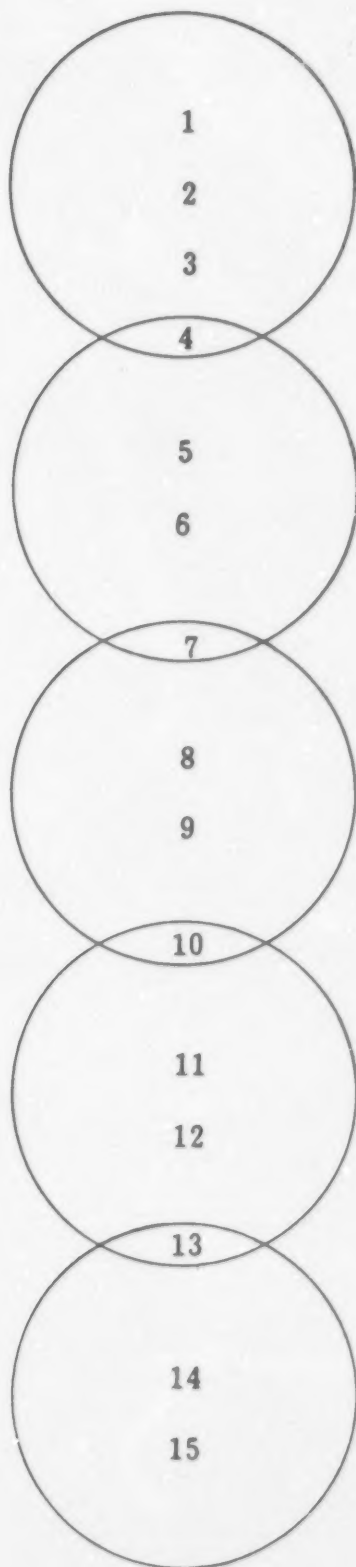
SIXTH STEP

Evaluation

9th Grade Math

1. Evaluation of student achievement in math (ITBS at 8.6 + grades + teacher recommendation)
2. Placement (homogeneous grouping) of students.
3. Monitor delivery system (e.g., teacher and program evaluation grade and test results, pupil conferences (and parent conferences)).

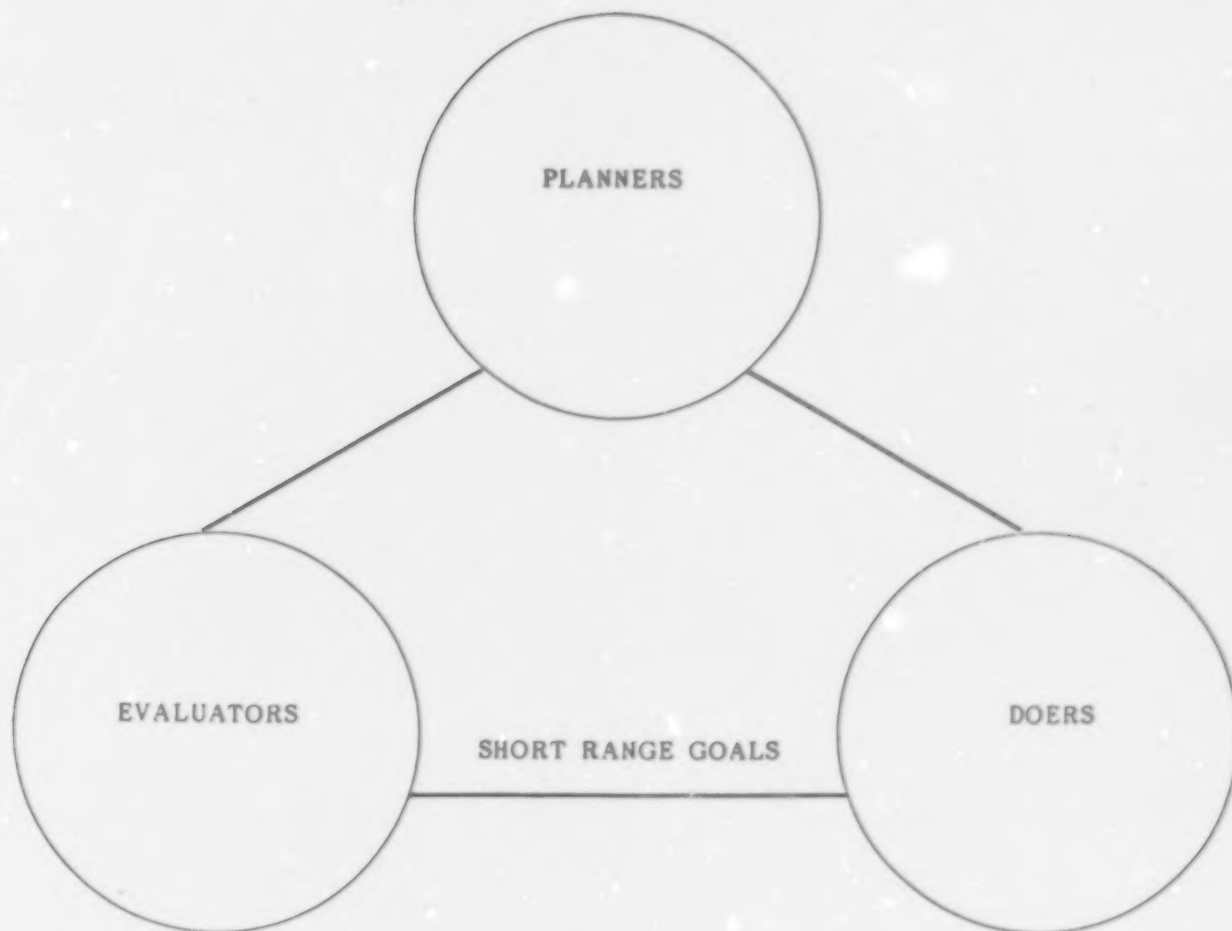
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OVERLAPPING OF CURRICULUM BOTH VERTICALLY AND
HORIZONTALLY ACROSS THE BOARD

READING LEVELS AS AN EXAMPLE

LONG RANGE GOALS CONCEPTUALIZATION



CONCEPT SYSTEM DESIGN

Tuesday, July 31, 1984

Group Session III

Understanding Curricular Methodology and Establishing Business-Community Participation in the Schools

Understanding Curricular Methodology

Although a principal cannot have specific knowledge of every curricular area taught in his/her school, his/her knowledge should at least embrace the general trends and movements within each subject area. He/she must have sufficient knowledge to understand and evaluate curricular innovations that are being tried in schools throughout the country. Some may be sound improvements developed under careful, professional supervision. Others may be narrow opinions by self-interest groups, while still others may be gimmicks and would have no value.

The principal needs the knowledge and ability to perceive the difference. (American Association of School Administrators, *Critical Issues Report: The Role of the Principal in Effective Schools*, 1983).

The groups were asked to identify strategies that principals could use to develop and implement a competency-based curricular program in their schools and to involve staff in the process. The following strategies were identified by the group participants.

Developing the Competency-Based Program

- Conduct an instructional needs assessment
- Be knowledgeable about the instructional program
- Form a district committee
- Provide inservice
- Set timelines and schedules
- Obtain board approval
- Develop monitoring and evaluation procedures
- Involve community members
- Use North Central Evaluation as a resource tool
- Identify resources
- Assess, pilot, and share results with entire community and staff
- Identify critical skills for each discipline or subject
- Interpret given standards
- Identify minimum competencies for each subject at each level
- Identify life skills needed
- List specific skills, objectives and activities which determine if the skills have been acquired
- Determine when and where to conduct evaluation and interventions for remediation
- Utilize inter/intradepartmental planning
- Designate an instructional leader (curricular)
- Develop an intervention program
- Evaluate present curriculum and compare to competency test

Involving Staff

- Involve staff in writing, research
- Provide information to staff
- Motivate staff to participate

Provide release time for staff participation
Allow teachers to determine skills in which students are to be competent
Identify teachers to pilot the program
Match strengths of staff with specific skills/concepts
Provide ongoing inservice

Establishing Business-Community Participation in the Schools

"Experience has ...(shown)... that when the resources of many firms and those of a local school system are linked, solutions are found to long-standing problems. All too frequently, however, there is little coordination within a school system and existing business/education activities. Coordination at the local level ... is not only desirable but necessary." (Anita G. Barber. *The Nuts and Bolts of Business/Education Partnerships.*)

The group participants were asked to identify strategies that principals could use to encourage, establish, and implement business/industry/community programs in schools. The following strategies were identified:

Establish advisory and craft committees
Use business/industry speakers as classroom resource personnel
Invite business/industry representatives to tour the school
Survey business/industry as to job needs and job availability
Involve business/industry in curriculum and facilities design
Participate in/establish vocational clubs such as VICA, COE, etc.
Appoint a business/industry liaison
Conduct a BIE day, career days for students
Develop a shadow program — students identify a career and experience a day in the life of ...
Encourage business leaders to run for school boards
Develop a resource list of businesses for a speakers bureau
Establish a "credit" system for volunteering in various community service institutions
Solicit scholarships for business/industry
Pair schools with business/industry (adopt-a-school)
Develop a Junior Achievement program
Develop a back to school program
Develop a mentorship program
Conduct an adopt a grandparent program; a senior citizen day
Conduct teachers' internships or work program
Conduct field trips
Conduct panel discussions

Wednesday, August 1, 1984

Group Session IV

Assessing Student Progress In The Classroom

Participants were given the task of discerning methods that principals can use in assisting teachers in assessing student progress in the classroom. The following are suggestions that principals presented:

Pre/post-testing and results interpretation
Classroom observation (formal and informal)
Assist teachers in developing checklists regarding student work habits
Analysis of student work
Inservice teachers on test construction

- Help teachers evaluate their instructional techniques/classroom management techniques
- Provide standardized testing instruments
- Dissemination of test results to students and parents
- Assist teachers in developing appropriate questioning techniques as an assessment tool
- Assist teachers in identifying learning styles of students and arrange the environment to increase opportunities for student learning
- Encourage utilization of professional literature from a staff professional library
- Examination of cumulative folders of students by teachers for student placement, psychological data and previous standardized test data
- Encourage utilization of external professionals to assess student progress in the classroom
- Create sensitivity and awareness level with your staff
- Encourage teachers to test what they teach
- Articulate the goals and objectives
- Provide a planning time
- Develop and implement with staff an intervention and enrichment program
- Encourage work with department staff, e.g., social studies to teach the same content units and cooperatively develop an assessment instrument for determining efficacy of instruction
- Foster interdepartmental planning and cooperative efforts to assess transference of skills from one area to another
- Use parent-teacher conferences as a process to change student behavior
- Help teachers become more specific about their strengths and weaknesses
- Encourage peer observation
- Promote professional leave
- Assess class attendance and dropout rate improvement
- Encourage teacher to reevaluate instructional goals based on assessment results
- Stress need for parents to pick up grade cards
- Establish valid expectations

Wednesday, August 1, 1984

Group Session V

Classroom Observation/Instructional Supervision

Participants were given the task of brainstorming strategies that principals can employ to develop and improve their skills in observing teacher performance in the classroom. The following are suggestions that principals offered:

- Observe teachers at different times of the day
- Allow teachers to establish the focus of the observation
- Put expectations in writing and review frequently
- Provide for two-way communication
- Pre/post-goal setting conference
- Make building policy handbook available
- Observe students and their reaction to the lesson taught
- Establish ground rules for observation
- Learn what correct wording to use (only the facts) where recording a teacher observation TESA
- Allow for teacher self-evaluation
- Encourage peer observation
- Share letters of commendation or recommendation
- Establish standards and expectations and communicate them to staff
- Follow negotiated contract

Use video tape to provide feedback to teachers
Share results of checksheet
Develop prescription for teacher to improve
Include chairpersons, department heads, other staff members in setting standards and expectations
Gather certain information from teacher prior to observation. Such information could include lesson plans, class procedures, progress reports, upcoming reports and grading procedures
Be supportive of teachers in solving classroom management problems
Review school policies, highlighting the establishment of a good educational environment
Establish teacher observation as a vehicle for monitoring of student progress, evaluation of curriculum and course of study, i.e., the teacher as instructional leader in the classroom with expertise to make recommendations for adjustments.
Set a prescribed schedule for observation
Match standards for classroom instruction with indicators before determining where inconsistencies exist
Plans for inservice should be based on needs identified at the building level for classroom observations as well as feedback and requests from staff
Encourage constant review of teacher-made test materials
Study observation techniques through various methods such as literature, workshops, peer visitation, research and educational organizational materials
Define specifics to be observed
Be objective in observation

EVALUATIONS

ELEMENTARY AND SECONDARY LEVEL

Pre- and Post-OASIS III Needs Assessment Analysis

An analysis of the pre- and post-needs assessment data was conducted to determine whether the participants' identified needs had been addressed. Plus (+) or minus (-) percentages are used to show an increase or decrease relative to the area of need. An increase in percentage indicates that further training is needed and/or that other needs have surfaced in addition to those previously identified in given areas. A decrease in percentages indicates that needs had been fulfilled at varying levels and degrees.

In reviewing the post-assessment data it became quite evident that increases and decreases in percentages were not always consistent with the pre-assessment items in the great need column used to develop the program topics. As indicated in the Needs Assessment Section, the elementary program was based on items with responses of 50 percent or greater. The secondary program was based on items with responses of 45 percent or greater.

The elementary pre- and post-needs assessment analysis yielded the following data.

In the area of **Building Management** there is an overall decrease in a perceived need for training. The exception to this finding is indicated in the great need column with respect to item three, the provision of adequate human and material resources (i.e., staffing and budget), which reflects an increased need of three percent, and item four, developing building policies and mission statements, which reflects an increase of 23 percent. The increase in this item may be directly related to the fact that some respondents have been recently introduced to the school mission concept.

Respondents perceive that more training is needed relative to their knowledge base of curriculum changes in the area of **Instructional Leadership**. Corresponding items in the great need column also show increases. There is however, a decrease of four percent regarding the understanding of mastery learning and competency-based education.

Basic/Critical Skills is an area where a decreased need is indicated for item three, implementing communication skills programs, which was identified as a program topic. Respondents now perceive that more training is needed in the implementation of reading skills and math programs.

Item two, under **Assessment of Pupil Progress**, shows an increase of five percent relative to systematizing the assessment of academic skills in the classroom; however, a decrease of four percent was indicated with respect to the development of various assessment methods that can be used by teachers to chart pupil progress. Other percentage increases in this area remain at or below 50 percent.

The area of **Instructional Evaluation and Supervision** shows an increase in the perceived need for additional training in the development of formal and informal classroom observation procedures by three and four percent respectively. Items three and four which were identified as program topics show decreases. Increases in the some need and little or no need columns remain below 50 percent.

The areas of **School-Community Relations** and **Personal Growth and Development** show major decreases in perceived training needs.

The overall analysis of the secondary pre- and post-needs assessment yielded the following results.

Additional training is desired with respect to establishing effective communication and decision-making systems and developing school building policies and mission statements in the

area of **Building Management**. It should be noted that a majority of the secondary participants were experiencing the academy for the first time; therefore, much of the information presented was new and served to uncover needs not recognized during the initial assessment.

In the area of **Instructional Leadership** secondary responses are similar to those of the elementary level. A greater understanding of mastery learning and competency-based education has been gained indicating a five percent decrease in need. Corresponding items dealing with curriculum development and curriculum changes show increases of three and nine percent. Although increases are noted in other items, percentages remain below the designated 45 percent.

The category of **Basic/Critical Skills** was not an area that warranted training as per the pre-needs assessment (i.e., based upon a great need of 45 percent). The post-assessment indicates that respondents now perceive a need for training relative to the implementation of reading/study skills and communication skills programs.

In the area of **Assessment of Pupil Progress** respondents desire more information on systematizing regular assessment of basic skills achievement in the classroom. Also more training is desired regarding a pupil feedback, follow-up and reporting system.

Instructional Evaluation and Supervision reflects an overall decrease in perceived need for training.

School-Community Relations was not a category identified in the pre-needs assessment for program development. However, in the post-assessment, items concerning the communication of student academic progress with the home are above 45 percent.

The development of time management strategies for principals was an area of concern for both academy levels. Stress management was indicated as a great need on the elementary pre-assessment only. On the secondary post-assessment respondents identified the need to investigate techniques for handling stress with an increase of eight percentage points.

Overall, the respondents desire more inservice and training relative to the role and responsibilities of the principal as an instructional leader. The best mode of teaching and learning for administrators appears to involve combination theory, instruction, modeling and enactment at all levels.

OASIS III
(OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES III)

Needs Assessment Survey - 1984

This survey is designed to assist the Ohio Department of Education Division of Equal Educational Opportunities in planning program activities, selecting materials and presenters, and designing training sessions which respond to expressed needs of participating LEA personnel.

July 16 - 20, 1984

Level: Elementary Level

Position:

_____ School Principal

_____ School Assistant Principal

_____ Other (specify):

Location:

_____ School System

Directions: Indicate below what you perceive to be the training needs of principals generally.

Percent of Increase/Decrease Over Pre-Needs Assessment

Great Need Some Need Little or no Need

A. BUILDING MANAGEMENT

1. Ensuring a safe and orderly environment.
2. Providing adequate human and material resources: staffing/budget.
3. Establishing effective communication/decision-making systems.
4. Developing school building policies and mission statements.

28%	-3%	53%	-4%	19%	+9%
25%		49%		28%	
35%	+3%	51%	-5%	14%	+3%
38%		46%		17%	
65%	-2%	32%	-0-	3%	+3%
63%		32%		6%	
40%	+23%	53%	-24%	7%	-1%
63%		29%		6%	

B. INSTRUCTIONAL LEADERSHIP

1. Planning and developing the curriculum.
2. Becoming knowledgeable of curriculum changes.
3. Understanding mastery learning and competency-based education.
4. Defining and writing instructional objectives.
5. Coordinating team teaching between disciplines.

42%	+14%	44%	-5%	14%	-8%
56%		39%		6%	
53%	+12%	42%	-7%	5%	-4%
65%		35%		1%	
76%	-4%	20%	-2%	4%	+2%
72%		18%		6%	
31%	+9%	48%	-2%	21%	+6%
40%		46%		15%	
28%	+10%	56%	-12%	16%	+2%
38%		44%		18%	

C. BASIC/CRITICAL SKILLS

1. Implementing reading/study skill programs.
2. Implementing math programs.
3. Implementing communication skills programs: speaking, listening, writing.

41%	+10%	47%	-11%	12%	-1%
51%		36%		11%	
31%	+13%	56%	-13%	13%	-0-
44%		43%		13%	
53%	-2%	37%	-2%	10%	+1%
51%		35%		11%	

D. ASSESSMENT OF PUPIL PROGRESS

1. Implementing diagnostic/prescriptive educational procedures.
2. Systematizing the regular assessment of basic academic skills in the classroom.
3. Developing multiple assessment methods for teachers to assess student progress in the classroom.
4. Developing a pupil feedback, follow-up and reporting system.

40%	+7%	52%	-2%	7%	+1%
47%		50%		8%	
53%	+5%	40%	+2%	7%	-6%
58%		42%		1%	
60%	-4%	34%	+5%	6%	+1%
56%		39%		7%	
45%	+1%	47%	+3%	8%	-5%
46%		50%		3%	

E. INSTRUCTIONAL EVALUATION AND SUPERVISION

1. Developing formal classroom observation and evaluation procedures.
2. Developing informal classroom observation procedures.
3. Implementing effective supervision of instruction.
4. Providing effective staff development.

50%	+3%	36%	+6%	14%	-6%
53%		42%		8%	
47%	+4%	47%	-9%	6%	+7%
51%		38%		13%	
67%	-2%	30%	+6%	3%	+1%
65%		36%		4%	
64%	-0-	28%	-2%	8%	-0-
64%		26%		8%	

F. SCHOOL-COMMUNITY RELATIONS

1. Involving parents and the community in the academic achievement of students.	57% 40%	-17%	31% 36%	+5%	12% -0-	N/A
2. Communicating effectively with parents about student academic achievement.	52% 49%	-3%	43% 46%	+3%	5% 4%	-1%
3. Promoting home-school collaboration in planning assignments for student academic success.	51% 46%	-5%	39% 47%	+8%	10% 4%	-6%
4. Promoting business-industry cooperation to increase student career awareness.	27% 36%	+9%	60% 46%	-14%	13% 13%	-0-

G. PERSONAL GROWTH AND DEVELOPMENT

1. Developing time management strategies for principals and teachers.	73% 53%	-20%	22% 31%	+9%	5% 8%	+3%
2. Developing stress management techniques for principals and teachers.	53% 50%	-3%	35% 38%	+3%	12% 15%	+3%
3. Providing opportunities for career growth and development.	33% 38%	+5%	40% 51%	+11%	27% 8%	-19%

H. TEACHING/LEARNING MODEL

Place a check beside the mode(s) which best describes the most effective instructional experience for you:

17%	+16%	Theory	=	Lecture, visual/auditory aids.
33%				
44%				
60%	+16%	Instruction	=	Question and answer, discussion, illustrations or example.
27%				
28%	+1%	Modeling	=	Portrayal of behavior being taught by videotape or ro'le play.
12%				
32%	+20%	Enactment	=	Activity compels trainer to perform the behaviors being taught from the theory; simulation.

Please write suggestions below for other topics which the Ohio Academy for School Improvement Strategies could design and offer. Please include the name and addresses of any presenters that are knowledgeable about the topic.

OASIS III

(OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES III)

Needs Assessment Survey - 1984

This survey is designed to assist the Ohio Department of Education Division of Equal Educational Opportunities in planning program activities, selecting materials and presenters, and designing training sessions which respond to expressed needs of participating LEA personnel.

July 30 - August 3, 1984

Level:

- ☐ Middle School
- ☐ Junior High School
- ☐ Senior High School

Position:

- ☐ School Principal
- ☐ School Assistant Principal
- ☐ Other (specify):

Location:

☐ School System

Directions: Indicate below what you perceive to be the training needs of principals generally.

Percent of Increase/Decrease Over Pre-Needs Assessment

Great Need Some Need Little or no Need

A. BUILDING MANAGEMENT

1. Ensuring a safe and orderly environment.	25% 22%	-3%	47% 49%	+2%	28% 25%	-3%
2. Providing adequate human and material resources: staffing/budget.	37% 32%	-5%	51% 45%	-6%	12% 15%	+3%
3. Establishing effective communication/decision-making systems.	57% 72%	+15%	36% 22%	-14%	7% 5%	-2%
4. Developing school building policies and mission statements.	39% 64%	+25%	51% 20%	-31%	10% 10%	-0-

B. INSTRUCTIONAL LEADERSHIP

1. Planning and developing the curriculum.	53% 56%	+3%	38% 34%	-4%	9% 7%	-2%
2. Becoming knowledgeable of curriculum changes.	49% 58%	+9%	44% 31%	-13%	7% 7%	-0-
3. Understanding mastery learning and competency-based education.	71% 66%	-5%	21% 25%	+4%	8% 3%	-5%
4. Defining and writing instructional objectives.	33% 42%	+9%	54% 49%	-5%	13% 7%	-6%
5. Coordinating team teaching between disciplines.	25% 42%	+17%	47% 34%	-13%	28% 8%	-20%

C. BASIC/CRITICAL SKILLS

1. Implementing reading/study skill programs.	44% 49%	+5%	47% 34%	-13%	9% 8%	-1%
2. Implementing math programs.	38% 34%	-4%	49% 41%	-8%	13% 10%	-3%
3. Implementing communication skills programs: speaking, listening, writing	42% 51%	+9%	53% 34%	-19%	5% 8%	+3%

D. ASSESSMENT OF PUPIL PROGRESS

1. Implementing diagnostic/prescriptive educational procedures.	40% 42%	+2%	51% 42%	-9%	9% 7%	-2%
2. Systematizing the regular assessment of basic academic skills in classroom.	49% 56%	+7%	42% 34%	-8%	9% 7%	-2%
3. Developing multiple assessment methods for teachers to assess student progress in the classroom.	63% 61%	-2%	33% 31%	-2%	4% 7%	+3%
4. Developing a pupil feedback, follow-up and reporting system.	28% 52%	+24%	63% 34%	-29%	9% 7%	-2%

E. INSTRUCTIONAL EVALUATION AND SUPERVISION

1. Developing formal classroom observation and evaluation procedures.	49% 47%	-2%	33% 31%	-2%	18% 17%	-1%
2. Developing informal classroom observation procedures.	39% 39%	-0-	46% 42%	-4%	15% 15%	-0-
3. Implementing effective supervision of instruction.	60% 63%	+3%	33% 25%	-8%	7% 5%	-2%
4. Providing effective staff development.	63% 56%	-7%	33% 31%	-2%	4% 7%	-3%

F. SCHOOL-COMMUNITY RELATIONS

1. Involving parents and the community in the academic achievements of students.	39% 42%	+3%	49% 34%	-15%	18% 5%	-13%
2. Communicating effectively with parents about student academic achievement.	40% 59%	+19%	49% 25%	-24%	11% 13%	+2%
3. Promoting home-school collaboration in planning assignments for student academic success.	26% 49%	+23%	68% 39%	-29%	6% 15%	+9%
4. Promoting business-industry cooperation to increase student career awareness.	23% 29%	+6%	61% 58%	-3%	16% 15%	-1%

G. PERSONAL GROWTH AND DEVELOPMENT

1. Developing time management strategies for principals and teachers.	62% 58% -4%	31% 31% -0-	7% 8% +1%
2. Developing stress management techniques for principals and teachers.	38% 46% +8%	48% 46% -2%	14% 8% -6%
3. Providing opportunities for career growth and development.	39% 29% -10%	50% 61% +11%	11% 8% -3%

H. TEACHING/LEARNING MODEL

Place a check beside the mode(s) which best describe the most effective instructional experience for you:

21%	-6%		
15%		Theory	= Lecture, visual/auditory aids.
46%			
73%	+27%	Instruction	= Question and answer, discussion, illustrations or examples.
15%			
29%	+14%	Modeling	= Portrayal of behavior being taught by videotape or role play.
18%			
25%	+7%	Enactment	= Activity compels trainer to perform the behaviors being taught from the theory or simulation.

Please write below suggestions for other topics which the Ohio Academy for School Improvement Strategies could design and offer. Please include the name and addresses of any presenters that are knowledgeable about the topic.

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OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES ELEMENTARY LEVEL

MONDAY, JULY 16, 1984

EVALUATION FORM

N=81

DIRECTIONS: On a scale of 5 (high) to 1 (low), rate each of the presenters at the right by placing the appropriate numeral (5-1) in the box provided to the right of each of the statements listed below.	PRESENTERS				
	"A Nation at Risk - Implications for the Principal as the Instructional Leader" Richard Wallace	"The Nature of Leadership" Luvern Cunningham	"Utilizing the Principal-Led Team as a Collegial Decision Making Strategy" Robert W. Evans	"PLI Implementation at the Building Level" (a)	(b)
1. The content was well organized.	4.1	3.9	4.2	4.0	3.8
2. The topic was sufficiently covered.	3.8	3.5	4.2	3.7	3.6
3. The presentation was informative.	3.7	2.9	4.4	3.6	3.3
4. I will be able to apply this information to my job.	3.3	2.5	4.2	3.4	3.1
OVERALL SESSION RATING:	3.7	3.2	4.3	3.7	3.5

OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES ELEMENTARY LEVEL

TUESDAY, JULY 17, 1984

EVALUATION FORM

N=81

TUESDAY, JULY 17, 1984

EVALUATION FORM

PRESENTERS

DIRECTIONS: On a scale of 5 (high) to 1 (low), rate each of the presenters at the right by placing the appropriate numeral (5-1) in the box provided to the right of each of the statements listed below.

	"Curriculum Changes: Present and Future" Susan Everson	"Defining, Understanding and Implementing Mastery Learning/Competency Based Education/Critical Skills and Course of Study" Susan Everson	"Methods for Assessing Student Progress in the Classroom" Charles Galloway	"Assessing at Methods" - Principals Share Successful Practices" (a) Barbara Hammel (b) William Thomas	"School/Community Relations: What Works for Principals" (a) Patricia Fletcher (b) Hartha Hull (c) Krach Klinehart	(b)	(c)
1. The content was well organized.	4.7	4.7	4.4	4.2	3.9	4.2	4.3
2. The topic was sufficiently covered.	4.6	4.6	4.3	4.1	4.7	4.0	4.3
3. The presentation was informative.	4.6	4.6	4.4	5.0	3.7	4.0	4.2
4. I will be able to apply this information to my job.	4.5	4.5	4.3	3.6	3.4	3.8	4.1
OVERALL SESSION RATING:	4.6	4.6	4.3	4.2	3.9	3.9	4.2

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OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES
ELEMENTARY LEVEL

WEDNESDAY, JULY 18, 1984

EVALUATION FORM

N=40

DIRECTIONS: On a scale of 5 (high) to 1 (low), rate each of the presenters at the right by placing the appropriate numeral (5-1) in the box provided to the right of each of the statements listed below.	PRESENTERS			
	"Classroom Observation/ Instructional Supervision" Thomas Leasley	"Principal's View - Classroom Observation/ Instructional Supervision" (a) Ray Crumley (b) Malcolm Garrett	"Identifying Critical Elements of an Effective Communications Skills Program" Barbara Saunders	
1. The content was well organized.	4.7	4.1	3.5	3.4
2. The topic was sufficiently covered.	4.6	4.0	3.1	3.0
3. The presentation was informative.	4.7	4.3	2.8	3.3
4. I will be able to apply this information to my job.	4.6	3.9	3.8	3.0
OVERALL SESSION RATING:	4.6	4.0	3.3	3.1

OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES
ELEMENTARY LEVEL

THURSDAY, JULY 19, 1984

EVALUATION FORM

N=41

THURSDAY, JULY 19, 1986		EVALUATION FORM				NAME	
DIRECTIONS: On a scale of 5 (high) to 1 (low), rate each of the presenters at the right by placing the appropriate numeral (5-1) in the box provided to the right of each of the statements listed below.		PRESENTERS					
		"Developing and Implementing Effective Building-Based Staff Development" Harriet Doss Willis	"Time/Stress Management" Harriet Doss Willis	"A Principal's View: Time and Stress Management" (a) Dorothy Jackson (b) Gregory Maddell	"Evaluating Program Effectiveness" - Hazel Flowers - James Jilek		
1. The content was well organized.	4.5	4.3	4.3	4.0	4.5		
2. The topic was sufficiently covered.	4.4	4.1	4.0	3.9	4.3		
3. The presentation was informative.	4.2	4.1	4.0	3.9	4.1		
4. I will be able to apply this information to my job.	4.0	4.0	3.7	3.6	4.0		
OVERALL SESSION RATING:	4.2	4.1	4.0	3.8	4.2		

OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES
SECONDARY LEVEL

MONDAY, JULY 30, 1984

EVALUATION FORM

N=65

DIRECTIONS: On a scale of 5 (high) to 1 (low), rate each of the presenters at the right by placing the appropriate numeral (5-1) in the box provided to the right of each of the statements listed below.	PRESENTERS			
	"A Nation at Risk - Implications for the Principal as the Instructional Leader" Richard Wallace	"The Nature of Leadership" Lonnie Wagstaff	"Utilizing the Principal-Led Team as a Collegial Decision Making Strategy" Robert W. Evans	"Effectively Utilizing the School's Advisory Council" Lock Beachum
1. The content was well organized.	3.6	4.1	4.6	3.3
2. The topic was sufficiently covered.	3.9	3.9	4.5	3.7
3. The presentation was informative.	3.9	3.6	4.7	3.6
4. I will be able to apply this information to my job.	3.3	3.5	4.5	3.1

OVERALL SESSION RATING:

3.6

3.6

4.6

3.4

OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES
SECONDARY LEVEL

TUESDAY, JULY 31, 1984

EVALUATION FORM

N=65

DIRECTIONS: On a scale of 5 (high) to 1 (low), rate each of the presenters at the right by placing the appropriate numeral (5-1) in the box provided to the right of each of the statements listed below.	PRESENTERS				
	"Curriculum Change - Present and Future" Susan Everson	"Defining, Understanding and Implementing Mastery Learning/Competency Based Education/Critical Skills and Course of Study" Susan Everson	"Business Expectations for Preparing Future Employees" -Judi Baumgardt -Rowland Brown -John Coke -Roger Trostle	"Schools Responding to the Employer" Herman Brown	"Assessment Methods - Principals Share Successful Practices" Herman Brown
1. The content was well organized.	4.8	4.9	3.4	3.9	4.1
2. The topic was sufficiently covered.	4.7	4.7	3.5	3.8	4.1
3. The presentation was informative.	4.9	4.9	3.7	3.9	4.1
4. I will be able to apply this information to my job.	4.7	4.3	3.2	3.8	4.0

OVERALL SESSION RATING:

4.8

4.5

3.5

3.9

4.1

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OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES
SECONDARY LEVEL

WEDNESDAY, AUGUST 1, 1984

EVALUATION FORM

N-65

DIRECTIONS: On a scale of 5 (high) to 1 (low), rate each of the presenters at the right by placing the appropriate numeral (5-1) in the box provided to the right of each of the statements listed below.	PRESENTERS	
	"Classroom Observation/ Instructional Supervision" Thomas Lasley	"Classroom Observation/ Instructional Supervision - Principal's Viewpoint" Joe Greene
1. The content was well organized.	4.8	4.6
2. The topic was sufficiently covered.	4.6	4.1
3. The presentation was informative.	4.7	4.0
4. I will be able to apply this information to my job.	4.6	3.9

OVERALL SESSION RATING:

4.6

4.1

OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES
SECONDARY LEVEL

THURSDAY, AUGUST 2, 1984

EVALUATION FORM

N-65

(PART 1)

DIRECTIONS: On a scale of 5 (high) to 1 (low), rate each of the presenters at the right by placing the appropriate numeral (5-1) in the box provided to the right of each of the statements listed below.	PRESENTERS		
	"Developing and Implementing Effective Building-Based Staff Development" Harriet Does Willis	"Time Management" Joseph Rogus	"Evaluating Program Effectiveness" Hazel P. Flowers James Jilek
1. The content was well organized.	3.5	4.8	4.4
2. The topic was sufficiently covered.	3.2	4.7	4.2
3. The presentation was informative.	2.9	4.8	4.3
4. I will be able to apply this information to my job.	3.2	4.8	4.1

OVERALL SESSION RATING:

3.2

4.7

4.2

OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES
SECONDARY LEVEL

THURSDAY, AUGUST 2, 1984

EVALUATION FORM

N-65

(PART II)

DIRECTIONS: On a scale of 5 (high) to 1 (low), rate each of the presenters at the right by placing the appropriate numeral (5-1) in the box provided to the right of each of the statements listed below.	PRESENTERS							
	Middle/Junior High School				Facilitators - High School			
	"Positive School Climate" (1) Robert Stamps	"Instruction" (2) James Voyles	"Testing" (3) Murphy	"Meaningful Parent Involvement" (4) James Jillek	"Administrative Techniques That Work" (1) Roger Dunace	"Staff and Student Involvement" (2) Crystal Ellis	"Involving Business and Industry" (3) Thomas Webb	"Community Involvement" (4) Jimmy Dev
1. The content was well organized.	4.5	4.4	4.4	4.4	4.2	4.8	4.4	4.1
2. The topic was sufficiently covered.	4.4	4.3	4.2	4.3	4.0	3.5	4.3	3.9
3. The presentation was informative.	4.6	4.4	4.2	4.5	4.0	4.8	4.2	3.8
4. I will be able to apply this information to my job.	4.5	4.3	4.0	4.4	3.8	4.7	3.8	3.67

OVERALL SESSION RATING: 4.5 4.3 4.2 4.4 4.0 4.5 4.2 3.8

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OHIO DEPARTMENT OF EDUCATION
OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES

The Ohio State University
July 16 - 20, 1984

PARTICIPANT RATING OF THE OVERALL ACADEMY
ELEMENTARY LEVEL

		N = 74
Program Characteristics		Rating
1. The objectives were	well defined/vague	4.77
2. The handouts were	informative/not informative	4.64
3. The presentations were	beneficial/not beneficial	4.38
4. The administrative and organizational aspects were	well planned/loose	4.85
Program Rating		4.66

SUMMATION OF COMMENTS

To the question, "What aspects did you find most helpful to you?" the following summation of comments is provided:

1. Small group activities.
2. Handouts in spiral notebook: (put together by the State Department) are EXCELLENT - great resource. Interaction among principals - EXCELLENT! Some presentations were good. Becoming acquainted with State Department personnel. Excellent opportunity to pick up ideas to take back.
3. Interaction with other principals.
4. The wide range of areas that were presented to the group. The excellent speakers who shared useful ideas and resources. Readings that we can refer to in the future (a wealth of materials to support the structure of the workshop).
5. The enthusiasm of group leaders and presenters.
6. The presentations by principals who have participated in School Improvement, as well as all other presentations.
7. The focus on only one of the correlates. The flow of the training design was logical and developmental, which was helpful in keeping to the general theme.
8. The topics were right on target for my needs.
9. As we have been practicing the more effective school component, this workshop has provided reinforcement as well as strengthened our convictions.
10. Tips on motivating staff. A chance to think for a solid week about improving my school.

To the question, "What were the least valuable aspects of the academy?" the following summation of comments is provided:

1. Too many small group activities - probably 50% fewer would be better.
2. Presentations of more than one hour should not occur.
3. Long sessions with lecture - only format.
4. The follow-up presentations by principals were too long - often strayed from designated topics. However, most were good - but very little "NEW" information was gained.
5. Maybe sitting too long - each hour get up and stretch.
6. Long lectures. (Especially done in monotone.)
7. Too much information for absorption in short period of time.
8. Program intensity.
9. Presenters who were too specific with their materials.
10. The program was well done. However, during the longer lecture type presentations, I think more interaction activities should have been provided.

To the request for suggestions for future academies, the following summation of comments is provided:

1. Perhaps in place of small group meetings, a number of mini-programs could be developed for 30-40 minutes each - Presentations given in a quasi-class setting - academy members could select four or five mini-classes from a variety of offerings.
2. The academy should definitely continue. I feel the five-day schedule should not be shortened to sufficiently cover the topics.
3. Keep the small group atmosphere.
4. More group time - fewer minor reports.
5. Have principals bring tapes, slides, etc. of school improvement programs.
6. Include in some way certificated staff members.
7. Consider building teams - principal and selected staff members. Narrow topics covered and deal with them in more detail/depth.
8. Indicate specific tasks to be accomplished ahead of time and when the tasks may be completed during the academy.
9. Allow more time for questions.
10. Time management and stress management needs to be further investigated. Implementation techniques for staff development demonstrated.

To the request for general comments, the following summation is provided:

1. Well organized. Topics well covered. Activities and overall schedule was very well done.
2. I appreciated the opportunity of being a member of this academy. The students in my building will definitely benefit from my being here. I will share my experience with others.
3. State Department personnel were exceptionally helpful and did things beyond the call of duty to accommodate us and made OASIS III an exceptionally fine professional experience.
4. Overall the Ohio Academy for School Improvement Strategies (OASIS III) was very effective.
5. The academy has been very well planned and presented. I appreciated being part of it.
6. I would recommend that every principal be involved. I would recommend the program to others.
7. Excellent! An opportunity every principal should have!
8. Small group activities and meetings were excellent - need more!
9. A great conference. I learned so much. I am anxious to get back and get started with effective schools.
10. Best educational conference I have attended in the 27 years I've been in the business.

OHIO DEPARTMENT OF EDUCATION
OHIO ACADEMY FOR SCHOOL IMPROVEMENT STRATEGIES

The Ohio State University
July 30 - August 3, 1984

PARTICIPANT RATING OF THE OVERALL ACADEMY
SECONDARY LEVEL

		N = 59
Program Characteristics		Rating
1. The objectives were	well defined/vague	4.58
2. The handouts were	informative/not informative	4.61
3. The presentations were	beneficial/not beneficial	4.12
4. The administrative and organizational aspects were	well planned/ loose	4.68
Program Rating		4.50

SUMMATION OF COMMENTS

To the question, "What aspects did you find most helpful to you?" the following summation of comments is provided:

1. All practical experiences. Those presenters who were still practicing in the field were most helpful.
2. Specific components examined by presenters and adequately discussed in small groups. Also, the sharing on an informal level.
3. Handouts allowed concentration and internalization. Pace was necessary and tolerable.
4. Informative speakers and interpersonal interaction with peers on topics discussed.
5. Outstanding presenters - information was very current and practical.
6. Ideas and objectives to help me become a better instructional leader.
7. Variety of presenters: good reinforcing of effective schools/instructional leadership theory and concepts and use of building level practitioners as facilitators extremely helpful.
8. The general overall content had many, many helpful ideas that can be used as is, or used to build on.
9. Identification of the needs that we all have and reason why we should be involved in school improvement planning. The small group activities were informative and beneficial.
10. Strong in practicality and just right in theory. Sharing with the small groups was very helpful.

To the question, "What were the least valuable aspects of the academy?" the following summation of comments is provided:

1. General talks about theoretical issues. The extremely tight time frame.
2. Too much walking for an old man.
3. Too long of time each day.
4. Needed more time, participants were really beginning to open up, but had to go home.
5. Schedule too packed.
6. Some small group sessions. Too general for specific content area.
7. Some presenters spent unnecessary time providing the historical-theoretical background of a discipline. I was interested in the practical. Some speakers spent a lot of time skimming over pertinent topics that should have been handled in depth.
8. None, everything had some value to me.
9. There was TOO MUCH "good stuff" to be able to synthesize it.
10. Some presentations.

To the request for suggestions for future academies, the following summation of comments is provided:

1. Time management theme. Stress: administrative, teaching, support staff, and student techniques.
2. Do it again - with one topic theme only, as this year's.
3. Consider awarding graduate level credit for the academy (in cooperation with a university).
4. Do more sharing of outcomes from small group sessions.
5. It took a little over two days before small groups really began to share personal ideas and programs that each of us use on a daily basis. If there was some way to get people to open up earlier, then participants would feel free to share more.
6. Small group sessions - at least one where most successful programs are shared by group members.
7. The inclusion of teachers with building level administrators/supervisors would help build more of a cohesive program back home.
8. Insist that the speakers provide their handouts prior to the academy (or at least before the session), so that participants can reinforce the speaker's comments.
9. Slide/tape presentation of "effective schools" in Ohio would be helpful.
10. Techniques on how to implement school improvement program in the building.

To the request for general comments, the following summation is provided:

1. The conference has spurred me to examine my effectiveness as an instructional leader and to become more knowledgeable about current literature on the subject.
2. I believe the academy provided many motivational reasons for needed attention and change, as well as ideas/cautions for processing. I benefitted personally and professionally from the experience. Thanks to all who planned and coordinated the academy.
3. The book of readings from the research is exceptionally well done.
4. Although this was an exhaustive time table for instruction (need some shorter days) the program was most valuable. I appreciated having the opportunity to attend and fully intend to pursue the "effective schools" philosophy with my staff.
5. These academies always renew my enthusiasm and get me "up" for the new school year. I think all administrators and teachers should have an opportunity to attend the academy.
6. The OASIS academy is a very worthwhile experience. The amount of information is very beneficial. I have seen and heard many very worthwhile things this week. I plan to try to implement some of these in my school this fall.
7. The attitude of the professional staff made this a memorable experience. The

presenters ranged from average to excellent. The variety of topics were well planned. The activities were just splendid. Dr. Evans and Hazel Flowers planned, managed, directed and presented a first class academy. Made me feel "special" just to be here. The benefits will ultimately assist our staff in raising student achievement at my school.

8. I will try to get back next year, but this time I will bring another system principal.
9. I was very happy I could participate, the academy is going to stimulate me and provide me with new ideas in helping to make my building stronger educationally.
10. I will be a better educational leader because of the knowledge gained through the speakers and group activities. This was an area I needed help in.

DEVELOPED SCHEDULES

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ELEMENTARY LEVEL

July 16 - 20, 1984

The Ohio State University
Columbus, Ohio

Monday, July 16, 1984

9:00 a.m. - 12:00 Noon

Registration/Orientation/Housing
Information

Nosker Dorm

12:00 Noon - 1:30 p.m.

LUNCHEON

Student Union-
West Ballroom

"A Nation at Risk: Implications
for the Principal as the
Instructional Leader"

Richard Wallace

1:45 p.m. - 2:45 p.m.

Small Group Activity I

Student Union-
Small Group
Meeting Rooms

3:00 p.m. - 4:30 p.m.

"The Nature of Leadership"

West Ballroom

Luvern Cunningham

5:00 p.m. - 6:00 p.m.

DINNER

North Commons

6:30 p.m. - 7:30 p.m.

Sharing of Session I
Small Group Activities

West Ballroom

7:30 p.m. - 9:00 p.m.

"Utilizing The Principal-Led
Team as a Collegial Decision
Making Strategy"

Robert W. Evans

"PLT Implementation at the
Building Level"

Joan Weikle
Barbara Booker

9:00 p.m.

OASIS III RECEPTION

Nosker Dorm

Tuesday, July 17, 1984

	"CURRICULUM: ASSESSMENT AND SCHOOL/ COMMUNITY INVOLVEMENT"	
7:00 a.m. - 8:15 a.m.	BREAKFAST	North Commons
8:30 a.m. - 9:30 a.m.	"Curriculum Changes: Present and Future"	West Ballroom
	Susan Everson	
9:45 a.m. - 10:45 a.m.	Small Group Activity II	Small Group Meeting Rooms
11:00 a.m. - 12:00 Noon	"Defining, Understanding and Implementing Mastery Learning/ Competency-Based Education/ Critical Skills and Course of Study"	West Ballroom
	Susan Everson	
12:00 Noon - 1:00 p.m.	LUNCHEON	West Ballroom
1:00 p.m. - 2:00 p.m.	"Methods for Assessing Student Progress in the Classroom"	
	Charles Galloway	
2:00 p.m. - 3:00 p.m.	"Assessment Methods: Principals Share Successful Practices"	
	Barbara Hammel William Thomas	
3:15 p.m. - 4:45 p.m.	Small Group Activity III	Small Group Meeting Rooms
5:00 p.m. - 6:00 p.m.	DINNER	North Commons
6:30 p.m. - 8:00 p.m.	"School/Community Relations: What Works for Principals"	West Ballroom
	Keith Hancock Pat Fletcher Martha Hull	
8:30 p.m.	A GATHERING	Nosker Doris

Wednesday, July 18, 1984

	"SUPERVISION OF INSTRUCTION"	
7:00 a.m. - 8:15 a.m.	BREAKFAST	North Commons
8:30 a.m. - 2:00 p.m.	INDEPENDENT RESEARCH	

2:30 p.m. - 3:45 p.m.	"Classroom Observation/Instructional Supervision"	
	Thomas Lasley	
4:00 p.m. - 5:00 p.m.	"Principal's View: Classroom Observation/Instructional Supervision"	
	William Crumley Malcolm Garrett	
5:00 p.m. - 6:00 p.m.	DINNER	North Commons
6:30 p.m. - 7:30 p.m.	"Identifying Critical Elements of an Effective Communication Skills Program"	West Ballroom
	Barbara Saunders	
7:45 p.m. - 8:45 p.m.	Small Group Activity IV	Small Group Meeting Rooms
<u>Thursday, July 19, 1984</u>		
	"STAFF DEVELOPMENT AND PROGRAM EFFECTIVENESS"	
7:00 a.m. - 8:15 a.m.	BREAKFAST	North Commons
8:30 a.m. - 10:00 a.m.	"Developing and Implementing Effective Building-Based Staff Development"	West Ballroom
	Harriet Doss Willis	
10:00 a.m. - 10:10 a.m.	BREAK	
10:10 a.m. - 10:55 a.m.	"Time/Stress Management"	
	Harriet Doss Willis	
11:00 a.m. - 12:00 Noon	Small Group Activity V	Small Group Meeting Rooms
12:00 Noon - 1:00 p.m.	LUNCHEON	West Ballroom
1:00 p.m. - 2:00 p.m.	"A Principal's View: Time and Stress Management"	
	Dorothy Jackson Gregory Waddell	
2:10 p.m. - 3:20 p.m.	"Evaluating Program Effectiveness"	
	Hazel Flowers James Jilek	
3:20 p.m. - 3:40 p.m.	REFRESHMENT BREAK	

3:45 p.m. - 5:00 p.m.	Small Group Activity VI	Small Group Meeting Rooms
7:00 p.m.	OASIS III EXTRAVAGANZA	West Ballroom
<u>Friday, July 20, 1984</u>	"HOW'S BUSINESS?"	
8:00 a.m. - 8:30 a.m.	COFFEE AND ROLLS	Nosker Lobby
8:30 a.m. - 9:45 a.m.	Small Group Activity VII	Small Group Meeting Rooms
10:00 a.m. - 12:30 p.m.	BRUNCH	
	Facilitator Group Reports	
	Evaluation Group-up	
	Closing Remarks	
	Robert W. Evans	
12:30 p.m. - 2:00 p.m.	DORM CHECK OUT	Nosker Dorm



SECONDARY LEVEL
July 30, - August 3, 1984

The Ohio State University
Columbus, Ohio

Monday, July 30, 1984

**"DEFINING THE ELEMENTS OF INSTRUCTIONAL
LEADERSHIP"**

9:00 a.m. - 12:00 Noon	Registration/Orientation/Housing Information	Nosker Dorm
12:00 Noon - 1:30 p.m.	LUNCHEON	Student Union- West Ballroom
	"A Nation at Risk: Implications for the Principal as the Instructional Leader"	
	Richard Wallace	
1:45 p.m. - 2:45 p.m.	Small Group Activity I	Student Union- Small Group Meeting Rooms
3:00 p.m. - 4:30 p.m.	"The Nature of Leadership"	West Ballroom
	Lonnie Wagstaff	
5:00 p.m. - 6:00 p.m.	DINNER	North Commons
6:30 p.m. - 7:30 p.m.	Sharing of Session I Small Group Activities	West Ballroom
7:30 p.m. - 8:45 p.m.	"Utilizing the Principal-Led Team as a Collegial Decision Making Strategy"	
	Robert W. Evans	
	"Effectively Utilizing the School's Advisory Council"	
	Lock Beachum	
9:00 p.m.	OASIS III RECEPTION	Nosker Dorm

Tuesday, July 31, 1984

	"ASSESSING CURRICULUM EFFECTIVENESS"	
7:00 a.m. - 8:15 a.m.	BREAKFAST	North Commons
8:30 a.m. - 9:30 a.m.	"Curriculum Changes: Present and Future"	West Ballroom
	Susan Everson	
9:45 a.m. - 10:45 a.m.	Small Group Activity II	Small Group Meeting Rooms
11:00 a.m. - 12:00 Noon	"Defining, Understanding and Implementing Mastery Learning/Competency-Based Education/Critical Skills and Course of Study"	West Ballroom
	Susan Everson	
12:00 Noon - 1:00 p.m.	LUNCHEON	
1:00 p.m. - 2:30 p.m.	Panel - "Business Expectations of Schools for Preparing Future Employees"	
	Judi Baumgardt, Food Service and Customer Relations, Sanese	
	Rowland Brown, Chief Executive Officer, On-Line Computer Library Corporation	
	John Coke, Chief Executive Officer, Coke-Harpham Architects	
	Roger Trostle, Employment and Placement Manager, Nationwide Insurance Company	
2:45 p.m. - 3:45 p.m.	"Schools Responding to the Employer"	
	Herman Brown	
4:00 p.m. - 5:00 p.m.	Small Group Activity III	Small Group Meeting Rooms
5:00 p.m. - 6:00 p.m.	DINNER	North Commons
6:30 p.m. - 8:00 p.m.	"Assessment Methods: Principals Share Successful Practices"	West Ballroom
	Herman Brown	
8:30 p.m.	A GATHERING	Nosker Dorm

Wednesday, August 1, 1984

7:00 a.m. - 8:15 a.m.	"INSTRUCTIONAL SUPERVISION"	
	BREAKFAST	North Commons
8:30 a.m. - 2:00 p.m.	Independent Research Time	
2:30 p.m. - 3:30 p.m.	Small Group Activity IV	Small Group Meeting Rooms
3:45 p.m. - 5:00 p.m.	"Classroom Observation/ Instructional Supervision"	West Ballroom
	Thomas Lasley	
5:00 p.m. - 6:00 p.m.	DINNER	North Commons
6:30 p.m. - 7:15 p.m.	"Classroom Observation/Instructional Supervision: Principal's Viewpoint"	West Ballroom
	Joe Greene	
7:25 p.m. - 8:30 p.m.	Small Group Activity V	Small Group Meeting Rooms

Thursday, August 2, 1984

	"EFFECTIVE STAFF AND INSTRUCTIONAL DEVELOPMENT, IMPLEMENTATION AND EVALUATION"	
7:00 a.m. - 8:15 a.m.	BREAKFAST	North Commons
8:30 a.m. - 9:45 a.m.	"Developing and Implementing Effective Building-Based Staff Development"	
	Harriet Doss Willis	
9:50 a.m. - 10:50 a.m.	Small Group Activity VI	Small Group Meeting Rooms
11:00 a.m. - 12:00 Noon	"Time Management"	West Ballroom
	Joseph Rogus	
12:00 Noon - 1:00 p.m.	LUNCHEON	
1:00 p.m. - 2:15 p.m.	"Evaluating Program Effectiveness"	
	Hazel Flowers James Jilek	
2:30 p.m. - 4:30 p.m.	"Educational Practices That Work"	
	<u>Middle/Junior High Level</u>	
	"Positive School Climate"	West Ballroom
	Robert Stamps	

"Instruction"
James Voyles

"Testing"
Murphy Moultry

"Meaningful Parent Involvement"
James Jilek

High School Level

"Administrative Techniques
That Work"
Roger Dumaree

Student Union
Second Floor
Browsing Room

"Staff and Student Involvement"
Crystal Ellis

"Involving Business and Industry"
Thomas Webb

"Community Involvement"
Jimmy Dew

4:30 p.m. - 5:30 p.m.

Small Group Activity VII

Small Group
Meeting Rooms

7:00 p.m.

OASIS EXTRAVAGANZA

West Ballroom

Friday, August 3, 1984

8:00 a.m. - 8:30 a.m.

COFFEE AND ROLLS

Nosker Lobby

8:30 a.m. - 9:45 a.m.

Small Group Activity VIII

Small Group
Meeting Rooms

10:00 a.m. - 12:30 p.m.

BRUNCH

West Ballroom

Facilitator Group Reports

Evaluation Wrap-up

Closing Remarks
Rcoert W. Evans

12:30 p.m. - 2:00 p.m.

DORM CHECK OUT

Nosker Dorm

PARTICIPANT LIST

122

116

List of Participants Attending
OASIS III Elementary Level Academy
July 16-20, 1984

1. Charles Albright, Principal, Lorain City Schools, Grades K-6
2. Ivy L. Amos, Principal, Mansfield City Schools, Grades K-5
3. Rodney E. Lanks, Principal, Marion City Schools, Grades K-5
4. Robert Barkley, Director, Ohio Education Association
5. Barbara T. Booker, Principal, Cleveland Public Schools, Grades K 4-5
6. Venerine Branham, Principal, Cleveland Public Schools, Grades K-3
7. Robert Bray, Principal, Alexander Local Schools, Grades K-8
8. James Brehm, Staff Consultant, Ohio Education Association
9. Steven Brown, Principal, Loudonville-Perrysville Exempted Village Schools, Grades K-4
10. Patricia Buckingham, Principal, Centerville City Schools, Grades K-5
11. Gary P. Burggraf, Principal, Madison Local Schools (Richland County), Grades K-6
12. Victor F. Cardenzana, Assistant Superintendent, New Lexington City Schools
13. Jerry P. Carroll, Principal, Huber Heights City Schools, Grades K-6
14. Joseph R. Carter, Principal, Wapakoneta City Schools, Grades K-3
15. Theodore Carter, Assistant Principal, Cleveland Public Schools, Grades K-6
16. Helen V. Cohen, Principal, Toledo Public Schools, Grades K-6
17. David N. Cox, Special Assistant to Superintendent, Cleveland Public Schools, Grades K-6
18. Donis Cramer, Executive Director, Columbus Public Schools, Grades K-6
19. William R. Crumley, Jr., Principal, Philadelphia City Schools
20. Katherine M. Dean, Principal, Cleveland Public Schools, Grades K-6
21. Nicholas Di Bartolome, Assistant Principal, Chardon Local Schools, Grades 6-8
22. Keith Diehlmann, Principal, Columbus Public Schools, Grades K-5
23. Paul A. Di Mascio, Principal, Akron Public Schools, Grades K-6
24. Kenneth R. Dixon, Principal, Dayton Public Schools, Grades K, 4-6
25. Nick E. Donaldson, Principal, Milton-Union Exempted Village Schools, Grades K-5
26. Dennis R. Dorsey, Staff Consultant, Ohio Education Association
27. Carl E. Duffner, Principal, Madison Local Schools (Richland County), Grades K-6
28. Patricia Fletcher, Principal, Steubenville City Schools, Grades K-5
29. Malcolm Garrett, Principal, East Cleveland City Schools, Grades K-6
30. Daniel C. Graf, Principal, Wapakoneta City Schools, Grades K-7
31. Robert W. Grayson, Principal, West Muskingum Local Schools, Grades K-5
32. John L. Gordon, Principal, Athens City Schools, Grades K-6
33. Roger Green, Principal, Tri-Valley Local Schools, Grades K-6
34. Cardiff Hall, Principal, Troy City Schools, Grades K-6
35. Barbara Hammel, Principal, Greenhills-Forest Park City Schools, Grades K-5
36. Adele Hampton, Principal, Cleveland Public Schools, Grades K-6
37. Bob Harris, Principal, Chesapeake-Union Exempted Village Schools, Grades K-4
38. James E. Harris, Principal, Mansfield City Schools, Grades K-5
39. Norman H. Harsh, Principal, Centerville City Schools, Grades K-5
40. George Hathaway, Principal, Toledo Public Schools, Grades K-6
41. Gussie Hawkins, Principal, Toledo Public Schools, Grades K-6
42. Beverly Henderson, Principal, Madison Local Schools (Richland County), Grades K-6
43. James W. Hobbs, Principal, Cleveland Public Schools, Grades K, 4-6
44. Roy E. Hodge, Principal, Toledo Public Schools, Grades K-6
45. Minnie Hopkins, Principal, Canton City Schools, Grades K-6
46. Donald Hubbard, Principal, Dayton Public Schools, Grades K, 4-6
47. Dorothy K. Jackson, Supervisor, Superior-Focas/Scope,
East Cleveland City Schools, Grades K-6
48. Richard Jackson, Principal, Toledo Public Schools, Grades K-6
49. Paula J. Jasper, Principal, West Muskingum Local Schools, Grades K-5
50. William B. Jones, Principal, Clyde-Green Springs Exempted Village Schools, Grades K-5
51. Larry K. Kennedy, Principal, Mansfield City Schools, Grades K-5
52. Robert Kimball, Principal, Columbus Public Schools, Grades K-3

53. Stephen Kingery, Principal, Ironton City Schools, Grades 3-5
54. James R. Kinnison, Principal, Milton-Union Exempted Village Schools, Grades 6-8
55. C. Mac Kneppshield, Principal, Middletown City Schools, Grades 4-6
56. Victor Knox, Principal, Ashland City Schools, Grades K-6
57. Frank Koci, Principal, Barnesville Exempted Village Schools, Grades K-4
58. E. William Lange, Principal, Lorain City Schools, Grades K-6
59. Edward E. Lay, Executive Director, Columbus Public Schools, Grades K-6
60. Donald Leake, Principal, Columbus Public Schools, Grades K, 4-5
61. Jerrold May, Principal, West Muskingum Local Schools, Grades K-5
62. Margaret A. McNeeley, Principal, Cleveland Public Schools, Grades K-3
63. Dorothy Moreland, Principal, Toledo Public Schools, Grades K-6
64. Mildred Moylan, Principal, Cleveland Public Schools, Grades K, 4-6
65. Teacola Offutt, Principal, Cleveland Public Schools, Grades K, 4-6
66. Harold E. Ott, Principal, Coshocton City Schools, Grades K-5
67. Stephanie L. Patrick, Principal, Canton City Schools, Grades K-6
68. Gloria Penn, Coordinator of School Improvement Program, Toledo Public Schools
69. J. Ronald Pepple, Principal, Upper Scioto Valley Local Schools, Grades K-7
70. Ralph Pryor, Executive Director, Columbus Public Schools, Grades K-6
71. Ted Reed, Principal, Athens City Schools, Grades K-6
72. Ruth Riedy, Principal, Miamisburg City Schools, Grades K-6
73. Caroline Renz, Principal, Toledo Public Schools, Grades K-6
74. Keith Rinehart, Principal, Columbus Public Schools, Grades K-3
75. John E. Rodeheffer, Principal, Columbus Public Schools, Grades K-3
76. Twila Rowe, Principal, Madison Local Schools (Richland County), Grades K-3
77. Leroy Russell, Principal, Madison Local Schools (Richland County), Grades K-6
78. Thelma M. Shaw, Principal, Columbus Public Schools, Grades K-3
79. Richard C. Speicher, Principal, Preble-Shawnee Local Schools, Grades K-5
80. James Staiford, Principal, Rittman Exempt Village Schools, Grades K-5
81. Leonard Steiger, Principal, Cleveland Public Schools, Grades K-6
82. Donald L. Stringfield, Principal, Forest Hills Local Schools, Grades K-6
83. Larry J. Studer, Principal, Perrysburg Exempted Village Schools, Grades K-6
84. Raymond Swann, Principal, Dayton Public Schools, Grades K-6
85. Will C. Thomas, Principal, Lima City Schools, Grades K-6
86. William Thomas, Principal, Cincinnati Public Schools, Grades K-6
87. William Thrasher, Principal, Columbus Public Schools, Grades K, 4-5
88. Carl Trusty, Principal, Preble-Shawnee Local Schools, Grades K-5
89. Montressa Turner, Principal, Columbus Public Schools, Grades K-3
90. Gregory Waddell, Principal, Columbus Public Schools, Grades K-5
91. Charles Walters, Principal, Ironton City Schools, Grades 3-5
92. Patricia Ann Walters, Principal, Talawanda City Schools, Grades 4-5
93. Charles A. Webster, Principal, Mansfield City Schools, Grades K-5
94. Joan Weikle, Principal, Mansfield City Schools, Grades K-5
95. Dona J. White, Assistant Principal, Crooksville Exempted Village Schools, Grades K-4, 6-8
96. Terry Wick-Rock, Past President, Ohio Association of Elementary School Administrators
97. Larry W. Young, Principal, Madison Local Schools (Richland County), Grades K-6

List of Participants Attending
OASIS III Secondary Level Academy
July 30 - August 3, 1984

1. Beverly Anderson, Education Commission of the States
2. Gary Ankrum, Principal, West Muskingum Local Schools, Grades 9-12
3. James R. Anthony, Principal, Greenhills-Forest Park City Schools, Grades 6-8
4. Diane T. Arthur, Assistant Principal, Greenhills-Forest Park City Schools, Grades 6-8
5. Roy Berger, Director of Pupil Services, Huber Heights City Schools
6. Harold Blust, Principal, Coshocton City Schools, Grades 6-8
7. Michael E. Bosick, Principal, Alliance City Schools, Grades 6-8
8. Patterson Brown, Citizen's Council for Ohio Schools
9. Willie J. Brown, Principal, Trotwood-Madison City Schools, Grades 7-8
10. Marie L. Bush, Assistant Principal, Toledo Public Schools, Grades 7-8
11. Steve G. Contos, Principal, Toledo Public Schools, Grades 9-12
12. F. Darrell Cook, Principal, Athens City Schools, Grades 7-8
13. Curtis J. Cotton, Assistant Principal, Toledo Public Schools, Grades 9-12
14. Donald Darby, Assistant Principal, Princeton City Schools, Grades 9-12
15. Danna Deaton, Media Specialist, Fairland Local Schools, Grades 6-8
16. Jimmy Dew, Principal, Toledo Public Schools, Grades 9-12
17. Gregory Douglass, Assistant Principal, Wapakoneta City Schools, Grades 8-9
18. Roger Dumaree, Principal, Columbus Public Schools, Grades 9-12
19. Crystal Ellis, Principal, Toledo Public Schools, Grades 9-12
20. Barbara A. Evans, Assistant Principal, Lorain City Schools, Grades 9-12
21. Roger W. Evans, Principal, Trotwood-Madison City Schools, Grades K-6
22. John R. Farley, Assistant Principal, Columbus Public Schools, Grades 6-8
23. Watson Farrar, Assistant Principal, Milton-Union Exempted Village Schools, Grades 9-12
24. Selma Gamble, Principal, East Cleveland City Schools, Grades 9-12
25. Gordon Gerber, Principal, Wickliffe City Schools, Grades 5-8
26. Douglas Graham, Principal, Wapakoneta City Schools, Grades 10-12
27. Joe Green, Principal, Detroit City Schools, Grades 9-12
28. Xenophon J. Griveas, Principal, Canton City Schools, Grades 7-9
29. Harold Herron, Principal, Milford Exempted Village Schools, Grades 5-8
30. Vance E. Holt, Assistant Principal, East Cleveland City Schools, Grades 9-12
31. William J. Horning, Principal, Crestline Exempted Village Schools, Grades 4-8
32. James B. Johnson, Principal, Madison Local Schools (Richland County), Grades 10-12
33. David Jones, Assistant Principal, West Muskingum Local Schools, Grades 9-12
34. Albert Junior, Assistant Principal, Lorain City Schools, Grades 9-12
35. William King, Principal, Maysville Local Schools, Grades 10-12
36. Raymond L. Kress, Principal, Newark City Schools, Grades 7-9
37. Kay Ladd, Assistant Principal, Toledo Public Schools, Grades 9-12
38. Clark Lees, Superintendent, Loudonville-Perrysville Exempted Village Schools
39. Larry Lewis, Principal, Mansfield City Schools, Grades 6-8
40. James Lutheran, Principal, Olmsted Falls City Schools, Grades 9-12
41. Alfred H. Mackie, Principal, Toledo Public Schools, Grades 7-8
42. Raymond Mannier, Principal, Dayton Public Schools, Grades 10-12
43. Bobby J. McDowell, Principal, Cleveland Public Schools, Grades 7-9
44. Robert R. Menarcheck, Principal, Canton City Schools, Grades 10-12
45. Murphy Moultry, Principal, Mansfield City Schools, Grades 6-8
46. Wallace Murray, Director of Pupil Services, Bedford City Schools
47. James W. Osborn, Principal, Columbus Public Schools, Grades 6-8
48. James J. Paces, Principal, Shaker Heights City Schools, Grades 7-9
49. Ramon L. Pagan, Assistant Principal, Lorain City Schools, Grades 9-12
50. Gloria W. Penn, Coordinator of School Improvement Program, Toledo Public Schools, Grades 7-12
51. Wes Ramsey, Administrative Assistant, Fairland Local Schools, Grades 9-12
52. Ronald Ray, Principal, Clyde-Green Springs Exempted Village Schools, Grades 9-12

53. George L. Rich, Principal, Columbus Public Schools, Grades 6-8
54. John Rintamaa, Principal, Mentor Exempted Village Schools, Grades 10-12
55. Thomas D. Robey Principal, Clyde-Green Springs Exempted Village Schools, Grades 6-8
56. Gary Roberts, Principal, Coschocton City Schools, Grades 9-12
57. David B. Root, Principal, West Muskingum Local Schools, Grades 6-8
58. Robert Rose, Principal, Preble-Shawnee Local Schools, Grades 6-8
59. Aron Ross, Director of Curriculum, Loudonville-Perrysville Exempted Village Schools
60. Michael J. Ruhe, Principal, Ottawa-Glandorf Local Schools, Grades 9-12
61. Colonel R. Shockey, Assistant Principal, Preble-Shawnee Local Schools, Grades 9-12
62. Tennie S. Smith, Guidance Counselor, Fairland Local Schools, Grades 6-8
63. Ronald Snowberger, Assistant Principal, Ravenna City Schools, Grades 9-12
64. William Spargur, Principal, Rittmar Exempted Village Schools, Grades 9-12
65. Martha E. Spiess, Instructional Specialist, Greenhills-Forest Park City Schools, Grades 6-8
66. Robert Stamps, Principal, Columbus Public Schools, Grades 6-8
67. Jack E. Steinicke, Principal, Mentor Exempted Village Schools, Grades 7-9
68. Jeffrey Szabo, Principal, Lakota Local Schools (Sandusky County), Grades 7-8
69. Edward Vanden Bulke, Assistant Principal, Stow City Schools, Grades 7-8
70. James Voyles, Principal, Columbus Public Schools, Grades 6-8
71. Robert L. Wallace, Principal, Belpre City Schools, Grades 9-12
72. Duane E. Wamsley, Principal, Alliance City Schools, Grades 9-12
73. Diane Warner, Principal, Columbus Public Schools, Grades 10-12
74. Katie Warren, School Improvement Program, Toledo Public Schools, Grades 7-12
75. Thomas Webb, Principal, Dayton Public Schools, Grades 10-12
76. Marie E. Williamson, Assistant Principal, Toledo Public Schools, Grades 9-12



**STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF EQUAL EDUCATIONAL OPPORTUNITIES**

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